



**U.S. Department of Education**

**32nd Annual Report to Congress on the  
Implementation of the  
*Individuals with Disabilities Education Act, 2010***

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32nd Annual Report to Congress on the  
Implementation of the  
*Individuals with Disabilities Education Act*, 2010

*Individuals with Disabilities Education Act:*  
to ensure the free appropriate public education  
of all children with disabilities

Office of Special Education and Rehabilitative Services  
U.S. Department of Education

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## Preface

Since enactment of the *Education for All Handicapped Children Act of 1975*, Public Law (P.L.) 94-142, the secretary of the U.S. Department of Education (secretary) [and predecessor, the commissioner of education at the U.S. Department of Health, Education, and Welfare] has been required to transmit to Congress an annual report to inform Congress and the public of the progress being made in implementing the act. The annual reports to Congress reflect a history of persistent commitment and effort to expand educational opportunities for children with disabilities.

In December 2004, Congress reauthorized the *Individuals with Disabilities Education Act (IDEA)* (P.L. 108-446), which was signed into law the same month. The provisions of *IDEA* became effective on July 1, 2005, with the exception of some of the elements pertaining to the definition of a “highly qualified teacher”<sup>\*</sup> that took effect upon the signing of the act. With reauthorization of *IDEA*, the nation reaffirmed its commitment to improving educational results for children and youths with disabilities.

The *32nd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2010*<sup>†</sup> describes our nation’s progress in (1) providing a free appropriate public education (FAPE) for all children with disabilities, (2) ensuring that the rights of children with disabilities and their parents are protected, (3) assisting states and localities in providing for the education of all children with disabilities, and (4) assessing the effectiveness of efforts to educate children with disabilities. The report focuses on the children and students with disabilities being served under *IDEA*, Part C and B, nationally and at the state level. In particular, Part C of *IDEA* provides funds to states to assist them in developing and implementing statewide, comprehensive, coordinated, multidisciplinary interagency systems to make early intervention services available to all children from birth through age 2 with disabilities and their families, whereas Part B of *IDEA* provides funds to states to assist them in providing FAPE to children ages 3 through 21 with disabilities who are in need of special education and related services. Throughout this report, infants and toddlers served under *IDEA*, Part C, children served under *IDEA*, Part B, and students served under *IDEA*, Part B, refer to individuals with disabilities who receive services under *IDEA*, Part C or Part B. “Special education services,” which is referenced throughout this report, is a term

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<sup>\*</sup> When referring to a “highly qualified teacher,” the term “highly qualified” has the meaning given the term in section 9101 of the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). For a highly qualified special education teacher, the term “highly qualified” has the same meaning given the term in *ESEA*, except that such term also includes the requirements described in section 602(10)(B) of *IDEA*, and the option for teachers to meet the requirements of section 9101 of *ESEA* by meeting the requirements of section 602(10)(C) or (D) of *IDEA* [see 20 U.S.C. section 1401(10)].

<sup>†</sup> The year in the title reflects the U.S. Department of Education’s target year for submitting the report to Congress. The most current findings are based on data collected from July 2007 through December 2008. These data have been available to the public prior to their presentation in this report.

that is synonymous with services provided under *IDEA*, Part B. Similarly, “early intervention services” is a term used synonymously with services provided under *IDEA*, Part C.

This *32nd Annual Report to Congress, 2010* follows the *31st Annual Report to Congress, 2009* in sequence and format, and it continues to focus on *IDEA* results and accountability. Similar to the *31st Annual Report, 2009*, the *32nd Annual Report, 2010* contains six major sections that address the five annual report requirements contained in section 664(d) of *IDEA*. The sections are: (1) a summary and analysis of *IDEA* section 618 data at the national level; (2) a summary and analysis of *IDEA* section 618 data at the state level;<sup>‡</sup> (3) a summary and analysis of the U.S. Department of Education’s (Department’s) findings and determinations regarding the extent to which states are meeting the requirements of *IDEA*, Parts B and C; (4) a summary of special education research conducted under Part E of the *Education Sciences Reform Act of 2002*; (5) a summary of national special education studies and evaluations conducted under sections 664(a) and (c) of *IDEA*; and (6) a summary of the extent and progress of the assessment of national activities, which focus on determining the effectiveness of *IDEA* and improving its implementation.

The content of this report differs from that of the *31st Annual Report, 2009* in a number of ways. First, Sections I and II of this report but not the *31st Annual Report, 2009* present summaries and analyses of *IDEA* section 618 data concerning student participation in and performance on state assessments. Second, Section I of this report does not present a discussion of data from the Pre-Elementary Education Longitudinal Study. This study is instead summarized in Section V along with the other studies and evaluations authorized under Part D, section 664(a) of *IDEA* and carried out as part of the Department’s assessment of the implementation of *IDEA*. Finally, the exhibits presenting race/ethnicity data in this report are not the same as those in the *31st Annual Report, 2009*. In 2008–09, the Department issued new requirements for reporting race/ethnicity data in seven rather than five categories and allowed states three years to make the transition. Consequently, the race/ethnicity data in this report had to be presented separately for the states that used seven categories and the states that used five categories. Moreover, as the necessary calculations could not be made, this report does not include any exhibits presenting percentage of population within racial/ethnic groups. In light of this circumstance, Appendix A was expanded to include child counts by race/ethnicity for each state that used five race/ethnicity categories and each state that used seven race/ethnicity categories.

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<sup>‡</sup> Section 618 data consist of (1) the number of infants and toddlers served under *IDEA*, Part C; the settings in which they receive program services; information on the transition at age 3 out of Part C; and dispute resolutions and (2) the number of children and students served under *IDEA*, Part B; the environments in which they receive education; their participation in and performance on state assessments; information on their exiting special education services; the personnel employed to provide educational services to them; disciplinary actions that affect them; and dispute resolution information.

A summary of the six sections and three appendices that make up this *32nd Annual Report, 2010* follows.

## **Section I. Summary and Analysis of *IDEA* Section 618 Data at the National Level**

Section I contains national data pertinent to Parts C and B of *IDEA*. It contains four subsections. The four subsections focus on infants and toddlers served under *IDEA*, Part C; children ages 3 through 5 served under *IDEA*, Part B; students ages 6 through 21 served under *IDEA*, Part B; and children and students ages 3 through 21 served under *IDEA*, Part B. The exhibits provide information about the characteristics of children and students receiving services under Parts C and B, their disabilities, the settings in which they receive services, their participation in and performance on state assessments, their exits from Part C and Part B programs, their disciplinary removals, and their legal disputes. Also addressed are the characteristics of the personnel employed to provide special education and related services for the children and students. The data presented in the exhibits and discussed in the bulleted text represent the 50 states, the District of Columbia, Puerto Rico, and the outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. In addition, the report presents data for special education and related services provided under *IDEA*, Part B, for Bureau of Indian Education (BIE) schools operated or funded by the U.S. Department of the Interior.

## **Section II. Summary and Analysis of *IDEA* Section 618 Data at the State Level**

Section II contains state-level data regarding Part C and Part B of *IDEA*. Similar to Section I, this section is organized into four subsections. The first subsection presents information about infants and toddlers served under *IDEA*, Part C, while the second and third subsections present information about children ages 3 through 5 and students ages 6 through 21 served under *IDEA*, Part B, respectively. The fourth subsection provides information about children and students ages 3 through 21 served under *IDEA*, Part B. The subsections address questions about the characteristics of children and students receiving services under Parts C and B, their disabilities, the settings in which they receive services, their participation in state assessments, their exits from Part C and Part B programs, their disciplinary removals, and their legal disputes. Also addressed are the characteristics of the personnel employed to provide special education and related services for the children and students. The data presented in exhibits and discussed in the bulleted text represent the 50 states, the District of Columbia, BIE schools, and Puerto Rico.

### **Section III. Findings and Determinations Resulting From Reviews of State Implementation of *IDEA***

Sections 616(d) and 642 of *IDEA* require the secretary to make an annual determination as to the extent to which each state's Part B and Part C programs are meeting the requirements of the statute. To fulfill this requirement, the secretary considers each state's State Performance Plan (SPP) and Annual Performance Report (APR). Based on the information provided by the state in the SPP and APR, information obtained through monitoring reviews, and any other public information made available, the secretary determines if the state meets the requirements and purposes of *IDEA*, needs assistance in implementing the requirements, needs intervention in implementing the requirements, or needs substantial intervention in implementing the requirements. In June 2009, the Department issued the determination letters on implementation of *IDEA* for federal fiscal year (FFY) 2007 to 60 state education agencies for Part B and to 56 state lead agencies for Part C. Section III presents the results of the determinations.

### **Section IV. Summary of Research Conducted Under Part E of the *Education Sciences Reform Act of 2002***

When Congress reauthorized *IDEA* in December 2004, it amended the *Education Sciences Reform Act of 2002* (P.L. 107-279) by adding a new Part E to that act. The new Part E established the National Center for Special Education Research (NCSER) as part of the Institute of Education Sciences (IES). NCSER began operation on July 1, 2005. As specified in section 175(b) of the *Education Sciences Reform Act of 2002*, NCSER's mission is to

- Sponsor research to expand knowledge and understanding of the needs of infants, toddlers, and children with disabilities in order to improve the developmental, educational, and transitional results of such individuals;
- Sponsor research to improve services provided under, and support the implementation of, *IDEA* (20 U.S.C. 1400 et seq.); and
- Evaluate the implementation and effectiveness of *IDEA* in coordination with the National Center for Education Evaluation and Regional Assistance.

Section IV of this report describes the 35 research projects funded by grants made during FFY 2009 (October 1, 2008 through September 30, 2009) by NCSER under Part E of the *Education Sciences Reform Act of 2002*.

### **Section V. Summary of Studies and Evaluations Under Section 664 of *IDEA***

In the December 2004 reauthorization of *IDEA*, Congress required the secretary to delegate to the director of IES responsibility to carry out studies and evaluations under sections 664(a), (b), and (c) of

*IDEA*. As specified in section 664(a) of *IDEA*, IES either directly or through grants, contracts, or cooperative agreements awarded to eligible entities on a competitive basis, assesses the progress in the implementation of *IDEA*, including the effectiveness of state and local efforts to provide (1) FAPE to children with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. As specified in section 664(c) of *IDEA*, IES is required to carry out a national study or studies that will inform efforts to ensure accountability for students who are held to alternate achievement standards. This section describes the studies and evaluations authorized by sections 664(a) and (c) of *IDEA* and supported by IES during FFY 2009 (October 1, 2008 through September 30, 2009).

## **Section VI. Extent and Progress of the Assessment of National Activities**

Under section 664(b) of *IDEA* (as amended in 2004), the secretary is responsible for carrying out a “national assessment” of activities carried out with federal funds under *IDEA*. As delegated by the secretary, IES is carrying out this national assessment to (1) determine the effectiveness of *IDEA* in achieving the law’s purpose; (2) provide timely information to the president, Congress, the states, local education agencies, and the public on how to implement *IDEA* more effectively; and (3) provide the president and Congress with information that will be useful in developing legislation to achieve the purposes of *IDEA* more effectively. The national assessment is designed to address specific research questions that focus on (1) the implementation and impact of programs funded under *IDEA* in addressing developmental and academic outcomes for children with disabilities, (2) identification for early intervention and special education, (3) early intervention and special education services, and (4) early intervention and special education personnel. Studies funded in FFY 2009 (October 1, 2008 through September 30, 2009) that contribute to the national assessment are described in Section VI.

## **Appendix A. Infants, Toddlers, Children, and Students Served Under *IDEA*, by Age Group and State**

Appendix A presents the numbers and percentages of the resident population represented by the infants and toddlers birth through age 2 served under *IDEA*, Part C; children ages 3 through 5 served under *IDEA*, Part B; students ages 6 through 21 served under *IDEA*, Part B; and students ages 14 through 21 served under *IDEA*, Part B, in 2008, in each state, the District of Columbia, BIE schools, Puerto Rico, and the four outlying areas. It also presents the numbers of children served in each state by race/ethnicity.

## **Appendix B. *Developmental Delay* Data for Children Ages 3 Through 5 and Students Ages 6 Through 9 Served Under *IDEA*, Part B**

Appendix B presents information on states that reported children ages 3 through 5 and students ages 6 through 9 served under *IDEA*, Part B, under the category of *developmental delay*.<sup>§</sup> It also provides data on the percentages of resident populations represented by the children ages 3 through 5 and students ages 6 through 9 served under *IDEA*, Part B, who were reported under the category of *developmental delay* and information on states with different practices in reporting children and students with *developmental delay*.

## **Appendix C. Differences in State Reporting of *IDEA*, Part B, Disabilities**

Appendix C presents information on the states that reported children and students ages 3 through 21 with *other health impairments* and *multiple disabilities* in different disability categories for *IDEA*, Part B, child count and educational environments data collections in 2008 and for the exiting and discipline data collections in 2007–08.

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<sup>§</sup> This descriptor and other section 618 data descriptors in this report are italicized within exhibit titles, text, and notes to clarify that the reference is to a grouping of data.

## Key Findings at the National Level

The *32nd Annual Report to Congress, 2010* showcases data collected from states. The report also includes information from studies, evaluations, and databases of the Institute of Education Sciences and U.S. Census Bureau. Some key findings from Section I of the report, “Summary and Analysis of *IDEA* Section 618 Data at the National Level” follow. To more completely understand the meaning and context for each of the findings featured below, the reader is advised to review the exhibit cited and the additional associated bulleted text.

### Infants and Toddlers Served Under *IDEA*, Part C

- In 2008, there were 342,985 infants and toddlers birth through age 2 served under *IDEA*, Part C. Of these, 337,706 were served in the 50 states and the District of Columbia. This number represented 2.6 percent of the birth-through-age-2 resident population in the 50 states and the District of Columbia (Exhibit 1).
- From 1999 through 2008, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased for each of the age groups from birth through age 2 considered. The increase was largest for 2-year-olds. In 1999, Part C served 2.7 percent of 2-year-olds. By 2008, Part C served 4.4 percent of children this age (Exhibit 2).
- In 2008, more than four-fifths of infants and toddlers served under Part C received their early intervention services primarily in the *home* (86.1 percent). The next most common setting was *other setting* (8.1 percent), followed by *community-based setting* (5.7 percent) (Exhibit 5).
- In 2007–08, two-thirds (65.9 percent) of children served under *IDEA*, Part C, who had reached age 3 were determined to be “Part B eligible.” In 2007–08, 17.8 percent of the children served under *IDEA*, Part C, who had reached age 3 exited Part C without having their Part B eligibility determined. The remaining 16.3 percent of the children served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The children who were not eligible for Part B included those who exited with referrals to other programs (11.5 percent) and those who exited with no referrals (4.8 percent) (Exhibit 7).
- During 2007–08, a total of 195 *written, signed complaints*; 111 *hearing requests*; and 136 *mediation requests* were received through the dispute resolution process for infants and toddlers served under *IDEA*, Part C (Exhibits 8, 9, and 10).

### Children Ages 3 Through 5 Served Under *IDEA*, Part B

- In 2008, *IDEA*, Part B, served 709,004 children ages 3 through 5. Of these children, 700,296 were served in the states, the District of Columbia, and Bureau of Indian Education (BIE) schools. Data were available for all but one of the 50 states. This number represented 5.7 percent of the corresponding resident population ages 3 through 5 (Exhibit 11).

- The percentage of 3-year-olds in the resident population served under *IDEA*, Part B, increased from 3.2 percent in 1999 to 4 percent in 2008; the percentage of 4-year-olds in the resident population served under *IDEA*, Part B, increased from 5.1 percent in 1999 to 6.6 percent in 2003 then declined to 6 percent in 2008; and the percentage of 5-year-olds in the resident population served under *IDEA*, Part B, increased from 6.5 percent in 1999 to 7.7 percent in 2005 then declined to 7.1 percent in 2008 (Exhibit 12).
- In 2008, the most prevalent disability category for children ages 3 through 5 served under *IDEA*, Part B, was *speech or language impairments* (46.6 percent). The next most common disability category was *developmental delay* (36.3 percent), followed by *autism* (6.3 percent) (Exhibit 13).
- In 2008, nearly one-half (48.3 percent) of children ages 3 through 5 served under *IDEA*, Part B, were *in the regular early childhood program at least 80% of the time*, and more than one-fifth (22.5 percent) of children were served in a *separate class* (Exhibit 16).
- In 2007, a total of 32,308, or 90.8 percent, of the 35,583 full-time equivalent *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were highly qualified. In addition, a total of 33,709, or 87.5 percent, of the 38,529 full-time equivalent *special education paraprofessionals* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were qualified (Exhibits 17 and 18).

#### **Students Ages 6 Through 21 Served Under *IDEA*, Part B**

- In 2008, a total of 5,889,849 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,789,806 were served in the states, the District of Columbia, and BIE schools for which data were available. Data were available for all but one of the 50 states. This number represented 8.8 percent of the corresponding resident population ages 6 through 21 (Exhibit 19).
- In 2008, the most prevalent disability category for students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (42.9 percent). The next most prevalent disability category was *speech or language impairments* (19.0 percent), followed by other *health impairments* (11.0 percent), *intellectual disabilities* (8.1 percent), *emotional disturbance* (7.1 percent), and *autism* (5.0 percent) (Exhibit 21).
- For most disability categories, annual change in the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, was negligible (i.e., not more than one-tenth of a percentage point) from 1999 through 2008 (Exhibit 22).
- In 2008, 94.8 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day. However, the amount of time they spent in regular classrooms varied. More than half of all students ages 6 through 21 served under *IDEA*, Part B (58.5 percent), were educated *inside the regular class 80% or more of the day*. A total of 21.4 percent of students served under *IDEA*, Part B, were educated *inside the regular class no more than 79% of the day and no less than 40% of the day*, and 14.9 percent were educated *inside the regular class less than 40% of the day*. Only 5.2 percent were educated outside of the regular classroom in “Other environments” (Exhibit 28).



- From 1999 through 2008, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class 80% or more of the day* increased from 46 percent to 58.5 percent. From 1999 through 2008, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class no more than 79% of the day and no less than 40% of the day* decreased from 29.7 percent to 21.4 percent. Similarly, the percentage of students educated *inside the regular class less than 40% of the day* decreased from 20.3 percent in 1999 to 14.9 percent in 2008. The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” (i.e., environments outside of the regular classroom) remained fairly constant from 1999 to 2005. From 2005 to 2008, the percentage increased from 4 percent to 5.2 percent (Exhibit 29).
- In 2008, more than four-fifths of students reported under the category of *speech or language impairments* (86.5 percent) were educated *inside the regular class 80% or more of the day*. In contrast, only 17.3 percent of students reported under the category of *intellectual disabilities* and 13.7 percent of students reported under the category of *multiple disabilities* were educated in this environment (Exhibit 30).
- Between 81.6 percent and 86.4 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards* in math as well as reading in school year 2007–08. The percentage of students who participated in a regular assessment in math was fairly consistent across grades 3 through 8, dropping only slightly for high school students (81.9 percent). The same pattern was observed for regular assessments in reading (Exhibit 31).
- Less than 3 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 in school year 2007–08 who were expected to take the math and the reading assessments were classified as nonparticipants. Larger percentages of the students served under *IDEA*, Part B, in high school in school year 2007–08 were classified as nonparticipants in the math assessment (5.61 percent) and the reading assessment (7.19 percent) (Exhibit 32).
- In school year 2007–08, a *regular assessment based on grade-level academic achievement standards* was used by more states than any other type of test to assess students served under *IDEA*, Part B, in each grade in math. In particular, this type of test was administered by each of the 50 states, the District of Columbia, BIE schools, and the four outlying areas to some students served under *IDEA*, Part B, in grades 3, 5, 7, 8, and high school; and by each of the 50 states, the District of Columbia, BIE schools, and three outlying areas to some students in grades 4 and 6. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient in math with this type of test was 49.6 percent. The median percentage of students found to be proficient in math decreased with each successive grade, reaching a low of 17.1 percent for students in high school (Exhibit 33).
- In school year 2007–08, a *regular assessment based on grade-level academic achievement standards* was used by more states than any other type of test to assess students served under *IDEA*, Part B, in all grades in reading. In particular, this type of test was administered by each of the 50 states, the District of Columbia, BIE schools, and the four outlying areas to some students served under *IDEA*, Part B, in grades 3, 4, 5, 8, and high school; and by each of the 50 states, the District of Columbia, BIE schools, and three outlying areas to students in grades 6 and 7. The median percentage of students served under *IDEA*, Part B, found to be proficient in reading in grade 3 with this type of test was 43.5 percent. The median percentage of students found to be proficient with this type of test decreased with each successive grade, reaching a low of 24.6 percent for students in high school (Exhibit 33).

- From 1998–99 through 2007–08, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 46.8 percent to 59 percent. From 1998–99 through 2007–08, the percentage of students who exited special education and school by having *dropped out* decreased from 42.6 percent to 24.6 percent (Exhibit 35).
- In 2007, a total of 353,922, or 90.7 percent, of the 390,425 full-time equivalent *special education teachers* who were employed to provide special education and related services for students ages 6 through 21 under *IDEA*, Part B, were highly qualified. In 2007, a total of 341,703, or 91.4 percent, of the 373,973 full-time equivalent *special education paraprofessionals* who were employed to provide special education and related services for students ages 6 through 21 under *IDEA*, Part B, were qualified (Exhibits 38 and 39).

### **Children and Students Ages 3 Through 21 Served Under *IDEA*, Part B**

- In 2007, 97.3 percent of full-time equivalent (FTE) personnel who were employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, were fully certified. For 10 of the 11 categories of related services personnel, 95 percent or more of the FTE personnel had full certification. *Interpreters* had the smallest full certification percentage (85 percent), while nearly all *psychologists* (98.7 percent) and *social workers* (98.6 percent) were fully certified (Exhibit 40).
- During school year 2007–08, a total of 10,829 children and students ages 3 through 21 served under *IDEA*, Part B, were removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury. Given that 6,708,341 children and students were served under Part B, in 2007, this type of action occurred with only 16 children and students for every 10,000 children and students who were served under Part B in 2007 (Exhibit 41).
- During the 2007–08 school year, the number (79,631) of children and students ages 3 through 21 served under *IDEA*, Part B, who received *out-of-school suspensions* or *expulsions* for more than 10 cumulative days was more than twice the number (31,537) of those who received *in-school suspensions* for more than 10 cumulative days (Exhibit 41).
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2007, 52 children and students were removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury during school year 2007–08. This ratio (52 per 10,000) was larger than the ratios for the children and students reported under all of the other disability categories, which were less than 23 per 10,000 (Exhibit 42).
- During 2007–08, a total of 5,600 *written, signed complaints*; 18,869 *due process complaints*; and 8,832 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B (Exhibits 43, 44, and 45).

## Data Sources Used in This Report

This *32nd Annual Report to Congress, 2010* contains data obtained from the U.S. Department of Education's (Department's) Office of Special Education Programs' (OSEP's) Data Analysis System (DANS). Other data sources used in this report include the Department's Institute of Education Sciences, OSEP's Regional Resource Center Program, and the U.S. Census Bureau. Brief descriptions of all these data sources<sup>1</sup> follow below. Further information about each data source can be found at the website referenced at the end of each description. Unless otherwise specified, each URL provided below was last accessed in July 2013.

### Data Analysis System

#### *Data Collections*

The text and exhibits contained in the *32nd Annual Report to Congress, 2010* were developed primarily from data in OSEP's DANS. DANS is a repository for all of the data mandated by section 618 of the *Individuals with Disabilities Education Act (IDEA)* to be collected from states. The data from the states that are in DANS are obtained each year through a set of data collections. Each data collection concerns a distinct domain of information. The data collections considered in this report concern:

- The number of infants and toddlers served under Part C of *IDEA* and the number of children and students served under Part B of *IDEA*,
- The settings in which Part C program services and environments in which Part B education services are received,
- The exiting status of infants and toddlers from Part C and the reasons students exit from Part B,
- Part C and Part B legal disputes and their resolution status,
- Participation in and performance on state assessments in math and reading by students served under Part B,
- The personnel employed to provide special education and related services for children and students under Part B, and
- Disciplinary actions for Part B program participants.

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<sup>1</sup> When a data source referenced in the report is a website, the accompanying access date refers to the time when the data were originally gathered for preparing the exhibits or summaries that appear herein.

The chart below shows the collection and reporting schedule for the most current data regarding each of the domains presented in this report.

Program	Data collection domain	Collection date	Date due to OSEP
Part C	Child count	State-designated date between Oct. 1, 2008–Dec. 1, 2008	Feb. 1, 2009
	Program settings	State-designated date between Oct. 1, 2008–Dec. 1, 2008	Feb. 1, 2009
	Exiting	Cumulative for state-determined 12-month reporting period, 2007–08	Nov. 1, 2008
	Dispute resolution	Cumulative for July 1, 2007–June 30, 2008	Nov. 1, 2008
Part B	Child count	State-designated date between Oct. 1, 2008–Dec. 1, 2008	Feb. 1, 2009
	Educational environments	State-designated date between Oct. 1, 2008–Dec. 1, 2008	Feb. 1, 2009
	Assessment	State-determined testing date for school year 2007–08	Feb. 1, 2009
	Exiting	Cumulative for July 1, 2007–June 30, 2008	Nov. 1, 2008
	Personnel	State-designated date between Oct. 1, 2007–Dec. 1, 2007	Nov. 1, 2008
	Discipline	Cumulative for school year 2007–08	Nov. 1, 2008
	Dispute resolution	Cumulative for July 1, 2007–June 30, 2008	Nov. 1, 2008

As shown in the chart, the data collections regarding the domains related to Part C child count and program settings, and Part B child count, educational environments, assessment, and personnel concern measurements at a particular point in time. The data collected under each of these domains concern a specific group of the Part C or Part B program participants. Except in the case of the Part B assessment data, the group is defined in terms of the program participants' ages on the state's designated date. The group of participants regarding the Part B assessment data collection is defined as all students with individualized education programs who are enrolled in grades 3 through 8 and the high school grade in which the assessment is given by the state, on the testing date. The data collections regarding Part C and Part B exits and Part B disciplinary actions are also associated with a specific group defined by the participants' ages, but they concern what happens to the group during a period of time, either a school year or a 12-month period defined by a starting date and ending date. The data collections regarding Part C and Part B dispute resolution concern any complaint that was made during a 12-month period, defined by a starting date and ending date. The complaints concern all program participants during that time period as opposed to a specific group of participants defined by the participants' ages.

All Part C and Part B data regarding all domains except dispute resolution and assessment are discussed in this report in terms of the participants' ages used to identify the group being represented. For

example, an exhibit may present data for infants and toddlers birth through age 2, children ages 3 through 5, or students ages 6 through 21. In addition, the titles of exhibits have been worded to indicate the point in time or time period represented by the corresponding data collections. Specifically, the exhibits that contain data that were collected by states at a particular point in time (e.g., Part C child count and program settings) have titles that refer to *fall* of the particular year or span of years considered. Similarly, the exhibits that contain data collected over the course of a school year (e.g., Part B discipline) or during a particular 12-month period (e.g., Part B exiting) have titles that indicate the school year(s) or 12-month period(s) represented.

As was the case in previous years, many states submitted their most recent data directly to OSEP, which placed those data in DANS. However, several states submitted some of the data indirectly to OSEP through the Education Data Exchange Network (EDEN), which is part of the Department's *EDFacts* initiative to consolidate the collection of kindergarten through grade 12 education program information about states, districts, and schools. As part of this initiative, OSEP was in the process of transitioning all Part B data collection that is required under *IDEA*, section 618 to EDEN. For the 2008 Part B child count and educational environments data collections and the 2007 Part B personnel data collection, 41 states,<sup>2</sup> 38 states<sup>3</sup>, and 32 states,<sup>4</sup> respectively, submitted data through EDEN. For the 2007–08 Part B assessment, exiting, and discipline data collections, 16 states,<sup>5</sup> 40 states<sup>6</sup>, and 21 states,<sup>7</sup> respectively, submitted data through EDEN.

All Part C and Part B data in this report were tabulated from data files maintained in DANS, which is not accessible to the public, rather than from published reports. Consequently, DANS is cited as

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<sup>2</sup> Alabama, Alaska, Arkansas, California, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

<sup>3</sup> Alaska, Arkansas, California, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

<sup>4</sup> Alaska, Arizona, Arkansas, California, Florida, Georgia, Hawaii, Idaho, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, North Carolina, Oklahoma, Oregon, Pennsylvania, Puerto Rico, Rhode Island, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, and Wisconsin.

<sup>5</sup> Alabama, Alaska, Georgia, Hawaii, Kentucky, Maryland, Massachusetts, Minnesota, Mississippi, Montana, North Dakota, Oregon, Pennsylvania, Puerto Rico, South Dakota and Wisconsin.

<sup>6</sup> Alaska, Arizona, Arkansas, California, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming.

<sup>7</sup> Alaska, Arkansas, Delaware, Florida, Georgia, Hawaii, Idaho, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Oregon, Pennsylvania, Puerto Rico, South Dakota, Tennessee, and Wyoming.

the source for these data in the footnotes that accompany the exhibits. Given that these data, whether submitted by these states to OSEP via DANS or EDEN, are based on the same data collection forms that were approved by the Office of Management and Budget (OMB), the citations also provide the OMB approval number for each of the forms. For more information on *IDEA*, Part C and Part B data collections, go to <http://www.tadnet.org/>.

Many of the exhibits in this report present only Part C or Part B data for the most current reporting periods considered (i.e., fall 2008; school year 2007–08). These data as well as some data for other years presented by state or states were derived from files accessed in fall 2011 to take advantage of the fact that OSEP permits states to update data as necessary after their initial submissions. The other Part C and Part B data included in this report are from files containing the data originally submitted by the states. The use of files with updated data increases the likelihood that problematic data in the files originally submitted by states that do not necessarily have a notable impact on the statistics for the nation as a whole, but might incorrectly distinguish a state, have been detected and corrected. The source notes for the exhibits in this report indicate the date on which each data file was accessed and provide the address for the website on which a set of Excel files containing all of the data is available. Along with the actual data records, each Excel file presents the date on which those data were created and if appropriate, the dates on which the data were revised or updated or both. This approach ensures that the data presented in the report are available and that the source notes present the necessary information about the data as succinctly as possible. Additional tables and data related to the Part C and Part B data collections are available at <http://www.tadnet.org/>.

Many of the data categories associated with the domains of information considered in this report comprise a set of subcategories. Some of these subcategories require detailed descriptors.<sup>8</sup> These descriptors are italicized within exhibit titles, text, and notes to clarify that the reference is to an actual subcategory or classification.

#### *Changes in Data Categories and Subcategories*

One notable change was made regarding the categories and corresponding subcategories used to collect the most current Part C and Part B data examined in this report and those examined in the *31st Annual Report to Congress, 2009*. The change concerned race/ethnicity. In October 2007, states began to

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<sup>8</sup> In regard to the subcategories of data for Part B, please note that Rosa’s Law (P.L. 111-256, enacted on Oct. 5, 2010), amended *IDEA* and other federal laws to replace the term “mental retardation” with the term “intellectual disabilities.” Therefore, the U.S. Department of Education refers to the disability subcategory “intellectual disabilities” rather than “mental retardation” in this report.

transition from using five race/ethnicity categories to seven, consistent with the U.S. Department of Education's *Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data* published in the *Federal Register* (Vol. 72, No. 202), available at <http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf>. The guidance provides procedures states should follow for collecting, aggregating, and reporting race and ethnicity of infants and toddlers birth through age 2, children ages 3 through 5, and students ages 6 through 21 in seven race/ethnicity categories. The seven categories are: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, and two or more races. States had previously reported children and students using five race/ethnicity categories: American Indian or Alaska Native, Asian or Pacific Islander, Black (not Hispanic), Hispanic, and White (not Hispanic). Per this new guidance, states were required to implement the procedures for collecting, aggregating, and reporting race and ethnicity in seven, rather than five categories as previously reported, no later than the report of the 2010 child count data. However, states were allowed to use the seven race/ethnicity categories as early as the report of the 2008 child count data.

For the 2008 Part C child count (infants and toddlers birth through age 2) data reported in this *32nd Annual Report to Congress, 2010*, 10 states reported child count data using seven categories. Forty states, the District of Columbia, Puerto Rico, and the outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands reported 2008 child count data using five categories. For the 2008 Part B child count (children and students ages 3 through 21) data, four states, Bureau of Indian Education schools, and American Samoa reported child count data using seven categories. Forty-six states, the District of Columbia, Puerto Rico, and the outlying areas of Guam, the Northern Mariana Islands, and the Virgin Islands reported child count data using the five categories. Regardless of whether a state used five or seven categories for reporting, a state could report an infant, toddler, child, or student in only one category. For more information on states that used five race/ethnicity categories in reporting 2008 child count data, see exhibits A-2, A-4, and A-6 in Appendix A. For more information on states that used seven race/ethnicity categories in reporting 2008 child count data, see exhibits A-3, A-5, and A-7 in Appendix A.

More complete information about the categories and subcategories of Part C and Part B data considered for, and in many cases used in the report, as well as the actual data examined are available at <http://www.ed.gov/about/reports/annual/osep>.

#### *Data Notes*

States may provide information on the ways in which they collected and reported data differently from the OSEP data formats and instructions, and they may provide explanations of substantial changes

or other changes in the data from the previous year. This information is presented in the data notes documents available at <http://www.tadnet.org/>.

### **Institute of Education Sciences**

The Institute of Education Sciences (IES), established under the *Education Sciences Reform Act of 2002*, is the research arm of the Department. The work of IES is carried out through its four centers: the National Center for Education Research, the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, and the National Center for Special Education Research. IES sponsors research nationwide to expand knowledge of what works for students from preschool through postsecondary education, including interventions for special education students and young children and their families receiving early intervention services. It collects and analyzes statistics on the condition of education, conducts long-term longitudinal studies and surveys, supports international assessments, and carries out the National Assessment of Educational Progress.

IES data in this report were obtained from IES published reports and an IES database on funded research grants. More information about IES is available at <http://ies.ed.gov>.

### **Regional Resource Center Program**

The Regional Resource Center Program (RRCP) is composed of six regional program centers that are funded by OSEP to assist state education agencies in the systemic improvement of education programs, practices, and policies that affect children and youths with disabilities. Services offered by the RRCP include consultation, information services, specially designed technical assistance, training, and product development. In particular, to assist states with the preparation and timely completion of the State Performance Plan (SPP) and Annual Performance Report (APR) that are required by OSEP to determine state progress in meeting specific *IDEA* requirements, the RRCP disseminates OSEP guidance and provides technical assistance related to SPP/APR indicators and determinations via an OSEP-funded *IDEA* technical assistance and guidance website (<http://therightidea.tadnet.org>).

In this report, data from summaries of state determinations and data from SPP/APR indicator analyses were obtained from the website referenced above. Additional information about RRCP is available at <http://www.rrcprogram.org>.



## U.S. Census Bureau

Each year, the Population Estimates Program of the U.S. Census Bureau publishes estimates of the resident population for each state and county. These estimates exclude: (1) residents of outlying areas, such as American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands; (2) members of the Armed Forces on active duty stationed outside the United States; (3) military dependents living abroad; and (4) other U.S. citizens living abroad. The population estimates are produced by age, sex, race, and Hispanic origin. The state population estimates are solely the sum of the county population estimates. The reference date for county estimates is July 1.

Estimates are used as follows: (1) in determining federal funding allocations, (2) in calculating percentages for vital rates and per capita time series, (3) as survey controls, and (4) in monitoring recent demographic changes. With each new issue of July 1 estimates, the estimates for prior years are revised back to the last census. Previously published estimates are superseded and archived. See the U.S. Census Bureau's document *Methodology for the State and County Total Resident Population Estimates (Vintage 2008): April 1, 2000 to July 1, 2008*, for more information about how population estimates are produced (<http://www.census.gov/popest/methodology/2008-st-co-meth.pdf>).

In this report, census annual resident population estimates for the 50 states and the District of Columbia were used to determine the percentages of the resident population served under *IDEA*, Part B and Part C, and to develop comparisons and conduct data analyses. When available, annual resident population estimates for Puerto Rico were also used. Specific population data estimates used in this report are available at <http://www.ed.gov/about/reports/annual/osep>. More information about the U.S. Census Bureau is available at <http://www.census.gov>.



## **Section I**

### **Summary and Analysis of *IDEA* Section 618 Data at the National Level**



## Infants and Toddlers Served Under *IDEA*, Part C

The *Education of the Handicapped Act Amendments of 1986* established the Early Intervention Program for Infants and Toddlers with Disabilities under Part H (now Part C) of the *IDEA*. Providing early intervention services to children with disabilities as early as birth through age 2 and their families helps to improve child developmental outcomes that are critical to educational success. Early intervention services are designed to identify and meet children's needs in five developmental areas: physical development, cognitive development, communication development, social or emotional development, and adaptive development. The early intervention program assists states in developing and implementing a statewide, comprehensive, coordinated, and multidisciplinary interagency system to make early intervention services available to all infants and toddlers with disabilities and their families.

An infant or toddler with a disability is defined as an individual under 3 years of age who needs early intervention services because the individual is experiencing a developmental delay in one or more of the five developmental areas listed above, or has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay [see *IDEA*, section 632(5)(A)]. States have the authority to define the level of developmental delay needed for Part C eligibility [see *IDEA*, section 635(a)(1)]. States also have the authority to define other Part C eligibility criteria. For example, at a state's discretion, infants or toddlers with a disability may also include (1) individuals younger than 3 years of age who would be at risk of having substantial developmental delay if they did not receive early intervention services and (2) children 3 years of age and older with disabilities until such children are eligible to enter kindergarten<sup>9</sup> [see *IDEA*, section 632(5)(B)]. The decisions that states make regarding these options may explain some of the differences found between states with respect to Part C data.

The Part C exhibits that follow present data for the infants and toddlers with disabilities who were served in the 50 states and the District of Columbia (DC). Where indicated in the footnotes, the exhibits also include data from Puerto Rico (PR) and the outlying areas (i.e., American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands) that receive Part C funds. Data about infants and toddlers with disabilities that are contacted or identified through tribal entities that receive Part C funds

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<sup>9</sup> Most of the Part C data concern infants and toddlers birth through age 2 as Part C is designed primarily to serve them. Nevertheless, a small number of children age 3 and older do participate in Part C. For example in 2009, 850 children age 3 or older participated in Part C.

through the Bureau of Indian Education (BIE),<sup>10</sup> for which reporting is required by the U.S. Department of the Interior to the U.S. Department of Education, are not represented in these exhibits.

## Numbers and Percentages of Infants and Toddlers Birth Through Age 2 Served Under IDEA, Part C

*How many infants and toddlers birth through age 2 received early intervention services and how has the percentage of infants and toddlers birth through age 2 served under IDEA, Part C, changed over time?*

### Exhibit 1. Number of infants and toddlers birth through age 2 served under IDEA, Part C, and percentage of the population served, by year: Fall 1999 through fall 2008

Year	Total served under Part C (birth through age 2)		Resident population birth through age 2 in the 50 states and DC	Percentage <sup>a</sup> of resident population birth through age 2 served under Part C in the 50 states and DC
	In the 50 states, DC, PR, and the four outlying areas	In the 50 states and DC		
1999	206,108	202,718	11,356,146	1.8
2000	232,810	229,150	11,457,787	2.0
2001	245,775	242,255	11,695,879	2.1
2002	268,735	265,549	11,885,300	2.2
2003	274,747	271,889	12,058,943	2.3
2004	284,536	280,957	12,122,518	2.3
2005	299,048	294,714	12,238,823	2.4
2006	304,510	299,848	12,367,588	2.4
2007	321,925	316,761	12,552,055	2.5
2008	342,985	337,706	12,759,788	2.6

<sup>a</sup>Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, in the year by the estimated U.S. resident population birth through age 2 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 1999–2008. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1999 and 2000. Data were accessed October 2010. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–08. Data were accessed July 2010. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

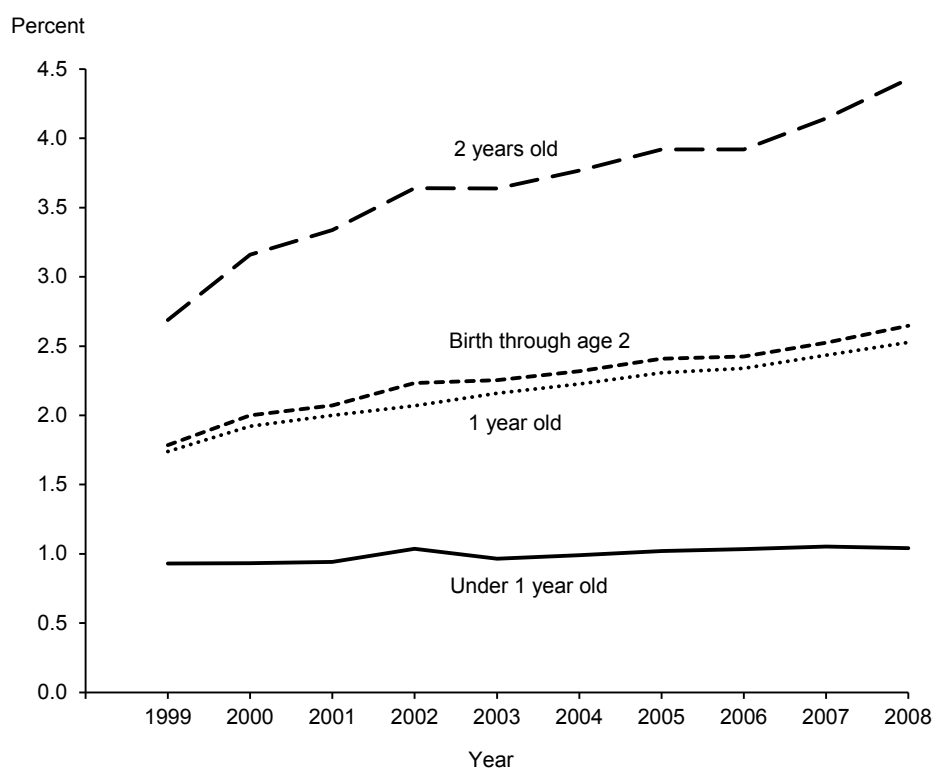
- In 2008, there were 342,985 infants and toddlers birth through age 2 served under IDEA, Part C. Of these, 337,706 were served in the 50 states and the District of Columbia. This number represented 2.6 percent of the birth-through-age-2 resident population in the 50 states and the District of Columbia.

<sup>10</sup> The BIE receives IDEA, Part C, funds under IDEA section 643(b) and reports separately every two years (or biennially) under IDEA section 643(b)(5) on the number of children contacted and served under IDEA, Part C, and reports annually under 34 CFR section 303.731(e)(3) on the amount and dates of each payment distributed to tribal entities and the names of the tribal entities. Beginning with the biennial report submitted after July 1, 2012, under 34 CFR section 303.731(e)(1) and (2), tribal entities must submit to BIE (and BIE provides the Department) as part of its report under IDEA section 643(b)(5) on the number of children contacted and served under IDEA Part C an assurance that the tribal entities have provided child find information to the state lead agency in the state where the children reside to ensure an unduplicated child count.

- Between 1999 and 2008, the total number of infants and toddlers served under *IDEA*, Part C, increased by 136,877 or 66.4 percent from 206,108 to 342,985.
- In the 50 states and the District of Columbia, the percentage of the resident population birth through age 2 served under *IDEA*, Part C, increased between 1999 and 2008. In 1999, Part C served 1.8 percent of the population birth through age 2. By 2008, 2.6 percent of the birth-through-age-2 resident population were served.

*How have the percentages of resident populations birth through age 2 served under IDEA, Part C, changed over time?*

**Exhibit 2. Percentage of the population birth through age 2 served under IDEA, Part C, by year and age group: Fall 1999 through fall 2008**



NOTE: Percentage was calculated by dividing the number of infants and toddlers in the age group served under *IDEA*, Part C, in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance with Part C," 1999–2008. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1999 and 2000. Data were accessed October 2010. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–08. These data are for the 50 states and DC. Data were accessed July 2010. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 1999 through 2008, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, increased for each of the age groups from birth through age 2 considered. The increase was largest for 2-year-olds. In 1999, Part C served 2.7 percent of 2-year-olds. By 2008, Part C served 4.4 percent of children this age.

- The percentage of 1-year-olds in the resident population served under *IDEA*, Part C, increased from 1.7 percent in 1999 to 2.5 percent in 2008.
- The percentage of children in the resident population under 1 year of age who were served under *IDEA*, Part C, increased slightly from 0.9 percent in 1999 to 1 percent in 2008.

*How many infants and toddlers birth through age 2 served under IDEA, Part C, were reported in each of five race/ethnicity categories?*

**Exhibit 3. Number of infants and toddlers birth through age 2 served under IDEA, Part C, in states that used five race/ethnicity categories, by race/ethnicity: Fall 2008**

Race/ethnicity	Child count <sup>a</sup>
Total <sup>b</sup>	308,934
American Indian or Alaska Native	2,624
Asian or Pacific Islander	14,503
Black (not Hispanic)	41,285
Hispanic	78,595
White (not Hispanic)	171,927

<sup>a</sup>Child count is the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the race/ethnicity category.

<sup>b</sup>This total (based on the sum of the five race/ethnicity counts) may not include infants and toddlers who were considered to be two or more races and who were not reported in the five race/ethnicity categories. The total does not include infants and toddlers whose race/ethnicity was not identified. Therefore, this total, combined with the total presented in exhibit 4 (based on the sum of the seven race/ethnicity counts) does not match the total number of infants and toddlers reported by all states, DC, PR, and the four outlying areas in exhibit 1.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories. For more information on states that used five race/ethnicity categories, see exhibits A-2, A-4, and A-6 in Appendix A.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2008. These data are for 40 states, DC, PR, and the four outlying areas. Colorado, Idaho, Montana, North Carolina, North Dakota, Rhode Island, South Carolina, Vermont, West Virginia, and Wisconsin used seven racial/ethnic categories. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, 40 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands reported 308,934 infants and toddlers birth through age 2 served under *IDEA*, Part C, in five race/ethnicity categories.



*How many infants and toddlers birth through age 2 served under IDEA, Part C, were reported in each of seven race/ethnicity categories?*

**Exhibit 4. Number of infants and toddlers birth through age 2 served under IDEA, Part C, in states that used seven race/ethnicity categories, by race/ethnicity: Fall 2008**

Race/ethnicity	Child count <sup>a</sup>
Total <sup>b</sup>	33,220
American Indian or Alaska Native	464
Asian	513
Black or African American	5,101
Hispanic/Latino	4,940
Native Hawaiian or Other Pacific Islander	32
White	21,532
Two or more races	638

<sup>a</sup>Child count is the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the race/ethnicity category.

<sup>b</sup>This total (based on the sum of the seven race/ethnicity counts), combined with the total presented in exhibit 3 (based on the sum of the five race/ethnicity counts) does not match the total number of infants and toddlers reported by all states, DC, PR, and the four outlying areas in exhibit 1. See exhibit 3 for more information.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories. For more information on states that used seven race/ethnicity categories, see exhibits A-3, A-5, and A-7 in Appendix A.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2008. These data are for the following 10 states: Colorado, Idaho, Montana, North Carolina, North Dakota, Rhode Island, South Carolina, Vermont, West Virginia, and Wisconsin. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

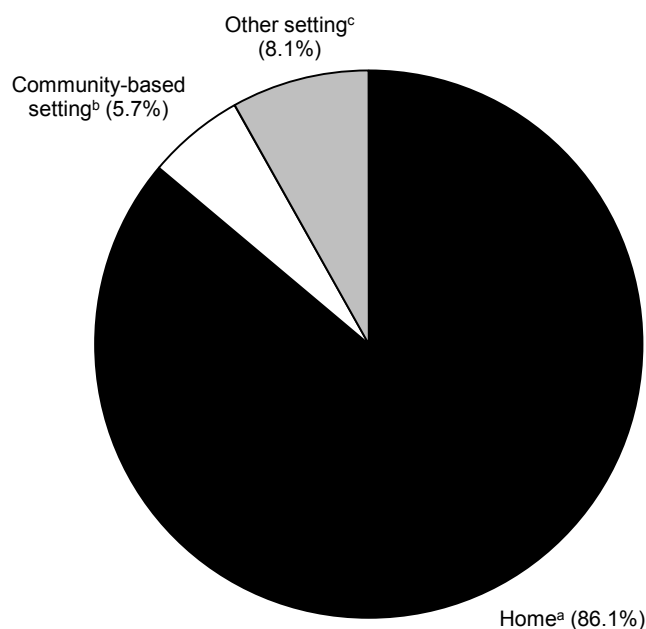
- In 2008, 10 states reported 33,220 infants and toddlers birth through age 2 served under *IDEA*, Part C, in seven race/ethnicity categories.

## Primary Early Intervention Service Settings for Infants and Toddlers Birth Through Age 2 Served Under *IDEA*, Part C

Part C of *IDEA* mandates that early intervention services be provided, to the maximum extent appropriate, in settings that are considered natural environments, which could be a child's home or community settings where typically developing children are present. A multidisciplinary team, including the child's parent(s), determines the primary service setting that is included on the child's individualized family service plan (IFSP).

*What were the primary early intervention service settings for infants and toddlers birth through age 2 served under IDEA, Part C?*

**Exhibit 5. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service setting: Fall 2008**



<sup>a</sup>*Home* refers to the principal residence of the eligible infant's or toddler's family or caregivers.

<sup>b</sup>*Community-based setting* refers to settings in which children without disabilities are usually found. Community-based settings include, but are not limited to, child care centers (including family day care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

<sup>c</sup>*Other setting* refers to settings other than *home* or *community-based setting* in which early intervention services are provided. These include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities.

NOTE: Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the primary early intervention service setting by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the primary early intervention service settings, then multiplying the result by 100.

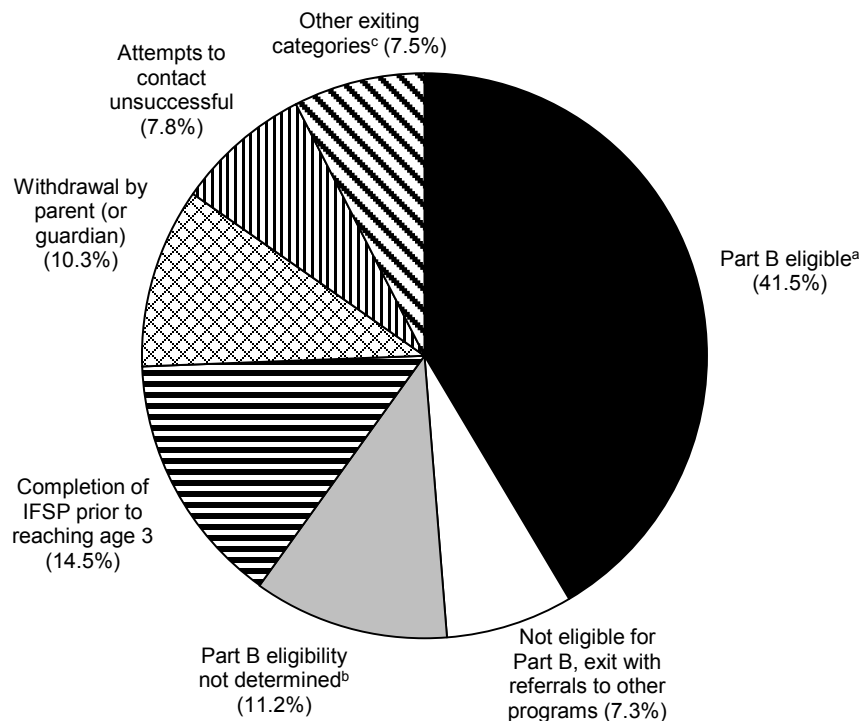
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Program Settings Where Early Intervention Services Are Provided to Children with Disabilities and Their Families in Accordance with Part C," 2008. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, more than four-fifths of infants and toddlers served under Part C received their early intervention services primarily in the *home* (86.1 percent). The next most common setting was *other setting* (8.1 percent), followed by *community-based setting* (5.7 percent).
- Overall, 91.8 percent of infants and toddlers served under *IDEA*, Part C, in 2008 received their early intervention services primarily in natural environments, which are defined as the *home* or *community-based setting*.

## Part C Exiting Status for Children Served Under *IDEA*, Part C

*What were the exiting statuses of infants and toddlers birth through age 2 who exited Part C or reached age 3?*

**Exhibit 6. Percentage of infants and toddlers birth through age 2 served under *IDEA*, Part C, by exiting status: 2007–08**



<sup>a</sup>“Part B eligible” comprises children from two exiting categories—children served under *IDEA*, Part C, who reached age 3 and exited Part C (39.4 percent) and children served under *IDEA*, Part C, who reached age 3 and continued in Part C (2.0 percent). Although some children were reported in the *Part B eligible, continuing in Part C* category, no state was expected to use this category because *IDEA*, Part C, funds were not available until 2009–10 for this purpose to any state, including those with a policy [authorized under *IDEA*, section 635(c)] to continue to provide Part C services for children older than age 3.

<sup>b</sup>The *Part B eligibility not determined* category comprises children who were referred for Part B evaluation at the time they were eligible to exit Part C, but for whom the Part B eligibility determination had not yet been made or reported and children for whom parents did not consent to transition planning

<sup>c</sup>“Other exiting categories” include *not eligible for Part B, exit with no referrals* (3 percent), *deceased* (0.5 percent), and *moved out of state* (4 percent).

NOTE: The U.S. Department of Education collects Part C data on 10 categories of exiting: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *completion of IFSP prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by*

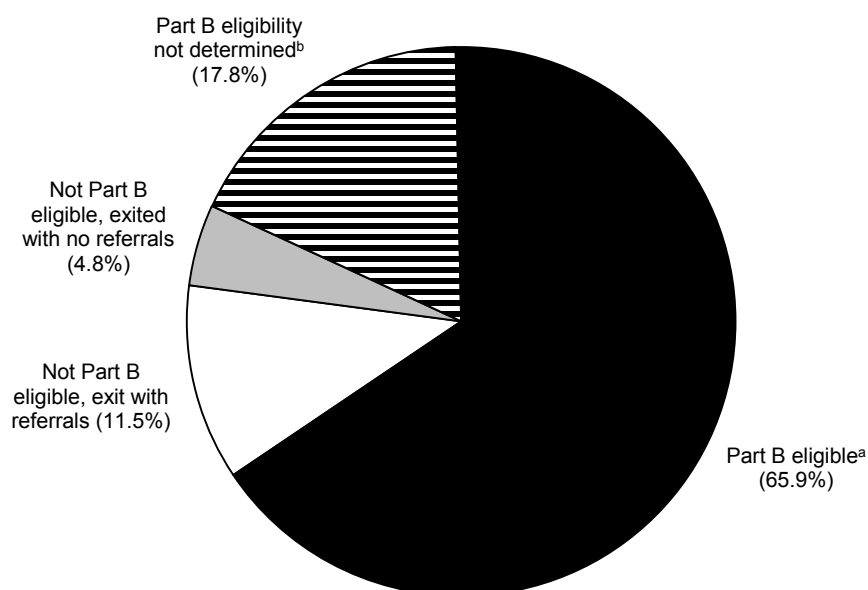
- Of the exiting statuses in 2007–08, “Part B eligible” accounted for the largest percentage of infants and toddlers (41.5 percent), followed by *completion of IFSP prior to reaching age 3* (14.5 percent).

*parent [or guardian], and attempts to contact unsuccessful*). The 10 categories are mutually exclusive. Part B eligibility status refers to eligibility for Part B preschool services under section 619 (Preschool Grants program) of *IDEA*. Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in the exiting category by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, in all the exiting categories, then multiplying the result by 100. The sum may not total 100 percent because of rounding. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Infants and Toddlers Exiting Part C,” 2007–08. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

*What were the Part B eligibility statuses of children served under Part C, when they reached age 3?*

**Exhibit 7. Percentage of children served under IDEA, Part C, who reached age 3 and were eligible to exit Part C, by Part B eligibility status: 2007–08**



<sup>a</sup>“Part B eligible” comprises children from two exiting categories—children served under *IDEA*, Part C, who reached age 3 and exited Part C (62.7 percent) and children served under *IDEA*, Part C, who reached age 3 and continued in Part C (3.2 percent). Although some children were reported in the *Part B eligible, continuing in Part C* category, no state was expected to use this category because *IDEA*, Part C, funds were not available until 2009–10 for this purpose to any state, including those with a policy [authorized under *IDEA*, section 635(c)] to continue to provide Part C services for children older than age 3.

<sup>b</sup>The *Part B eligibility not determined* category comprises children who were referred for Part B evaluation at the time they were eligible to exit Part C, but for whom the Part B eligibility determination had not yet been made or reported and children for whom parents did not consent to transition planning.

NOTE: The U.S. Department of Education collects Part C data on 10 categories of exiting: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *completion of IFSP prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 categories are mutually exclusive. For data on all 10 exiting categories, see exhibit 6. Part B eligibility status refers to eligibility for Part B preschool services under section 619 (Preschool Grants program) of *IDEA*. Percentage was calculated by dividing the number of children served under *IDEA*, Part C, who reached age 3 and were in the Part B eligibility status exiting category by the total number of children served under *IDEA*, Part C, who reached age 3 and were in the five Part B eligibility status exiting categories, then multiplying the result by 100. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Infants and Toddlers Exiting Part C,” 2007–08. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2007–08, two-thirds (65.9 percent) of children served under *IDEA*, Part C, who had reached age 3 were determined to be “Part B eligible.”
- In 2007–08, 17.8 percent of the children served under *IDEA*, Part C, who had reached age 3 exited Part C without having their Part B eligibility determined.

- The remaining 16.3 percent of the children served under Part C who had reached age 3 exited Part C and were determined to be not eligible for Part B. The children who were not eligible for Part B included those who exited with referrals to other programs (11.5 percent) and those who exited with no referrals (4.8 percent).

## **Dispute Resolution for Infants and Toddlers Served Under *IDEA*, Part C**

To protect the interests of children served under *IDEA*, Part C, and their families, *IDEA* requires public agencies to implement a formal set of procedural safeguards for children served under *IDEA*, Part C. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a written, signed complaint. Any individual or organization can file a written, signed complaint alleging a violation of any Part C requirement by a local early intervention service (EIS) provider or the state lead agency. A second option available to parents and public agencies is a due process complaint. By filing a due process complaint, a parent may request a due process hearing<sup>11</sup> regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or placement of their infant or toddler with a disability, or to the provision of early intervention services to such child or the child's family. Mediation is a third option available through which parents and EIS providers, including public agencies, can try to resolve disputes and reach an agreement about any matter under Part C of *IDEA*, including matters arising prior to the filing of a due process complaint. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://www.nectac.org/topics/procsafe/procsafe.asp>.

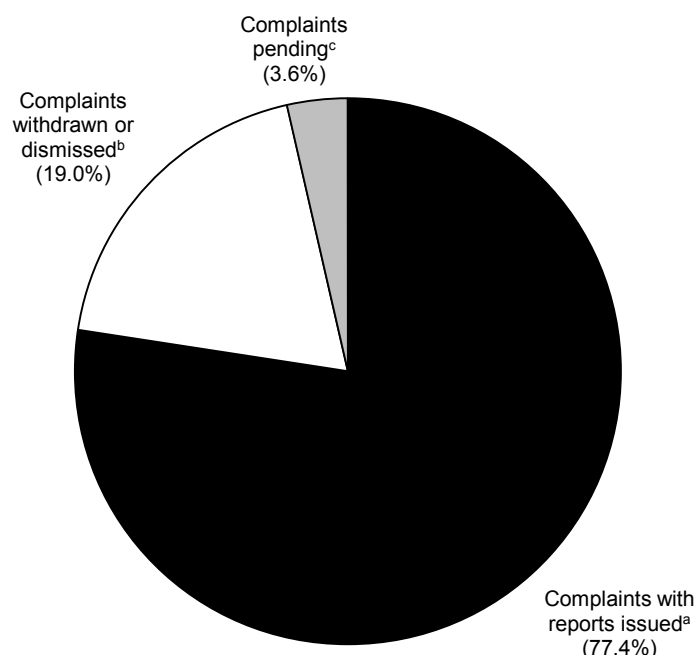
Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants' ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under *IDEA*, Part C. These infants and toddlers may include individuals who are 3 years or older and eligible under Part B but whose parents elect for them to continue receiving Part C services, as states have the authority to define "infants and toddlers" as individuals under 3 years of age and as individuals 3 years of age and older [see *IDEA*, section 632(5)(B)] and serve them under Part C [see *IDEA*, section 635(c)] until the children are eligible to enter kindergarten. The Part C legal disputes and resolution data represent all complaints associated with all participants in Part C during the 12 months during which the data were collected.

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<sup>11</sup> A due process hearing is designed to be a fair, timely, and impartial procedure for resolving disputes that arise from parents and public agencies regarding the identification and evaluation of, or provision of early intervention services to children referred to *IDEA*, Part C.

*What were the statuses of the written, signed complaints that alleged a violation of a requirement of Part C of IDEA?*

**Exhibit 8. Percentage of *written, signed complaints* for infants and toddlers served under IDEA, Part C, by complaint status: 2007–08**



<sup>a</sup>A complaint with a report issued refers to a written decision that was provided by the state lead agency to the complainant and local provider regarding alleged violations of a requirement of Part C of *IDEA*.

<sup>b</sup>A complaint withdrawn or dismissed refers to a *written, signed complaint* that was withdrawn by the complainant for any reason.

<sup>c</sup>A complaint pending is a *written, signed complaint* that is either still under investigation or is not resolved because the state lead agency's report is not complete.

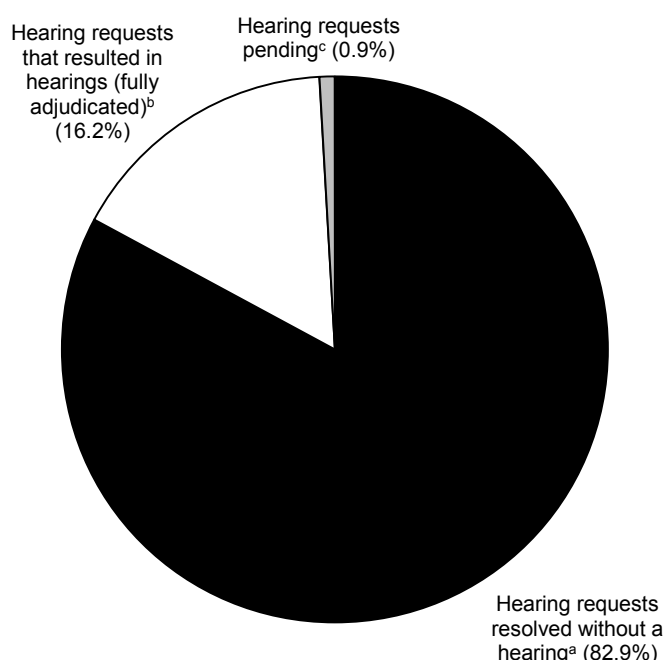
NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state lead agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part C of *IDEA*. Only 28 states and PR reported one or more complaints. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, then multiplying the result by 100. Percentage was based on a total of 195 *written, signed complaints*. Data are from the reporting period between July 1, 2007, and June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: "Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*," 2007–08. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2007–08, a total of 195 *written, signed complaints* were received through the dispute resolution process for infants and toddlers served under *IDEA*, Part C.
- A report was issued for 151 (77.4 percent) of the complaints, while 37 (19.0 percent) of the complaints were withdrawn or dismissed. Only seven (3.6 percent) of the complaints that were received during the 2007–08 reporting period were pending or unresolved by the end of the period.

*What were the statuses of the hearing requests made by parties that alleged a violation of a requirement of Part C of IDEA?*

**Exhibit 9. Percentage of *hearing requests* for infants and toddlers served under IDEA, Part C, by request status: 2007–08**



<sup>a</sup>A *hearing request* that was resolved without a hearing is a *hearing request* that was not fully adjudicated and was not under consideration by a hearing officer. This includes *hearing requests* resolved through a mediation agreement or through a resolution meeting settlement agreement, those settled by some other agreement between the parties (i.e., parent and public agency) prior to completion of the hearing, those withdrawn by the parent, those rejected by the hearing officer as without cause, and those not fully adjudicated for other reasons.

<sup>b</sup>A hearing is fully adjudicated when a hearing officer conducts a hearing, decides matters of law, and issues a written decision to the parent and public agency.

<sup>c</sup>The number of *hearing requests pending* is the difference between the total number of *hearing requests* and the sum of the numbers for *hearing requests* that resulted in hearings (fully adjudicated) and *hearing requests* resolved without a hearing.

NOTE: A *hearing request* is a filing by any party to initiate a due process hearing on matters relating to the identification or evaluation of, or early intervention services provided to a child with a disability, or to the provision of early intervention services to such child. Percentage was calculated by dividing the number of *hearing requests* in the status category by the total number of *hearing requests*, then multiplying the result by 100. Percentage was based on a total of 111 *hearing requests*. Data are from the reporting period between July 1, 2007, and June 30, 2008.

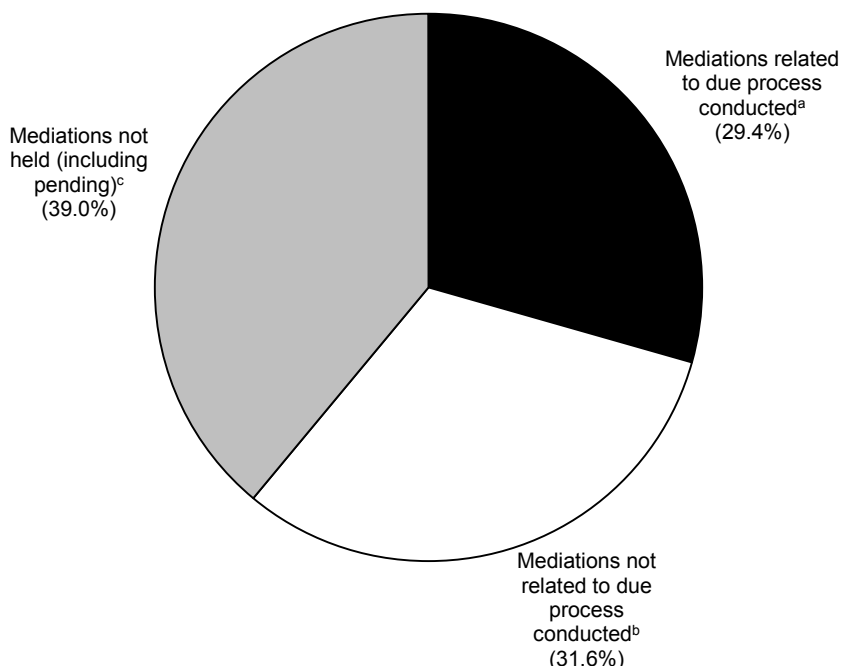
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: “Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*,” 2007–08. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A total of 111 *hearing requests* were received during 2007–08 through the dispute resolution process for infants and toddlers served under *IDEA*, Part C. Only ten states reported one or more *hearing requests*.
- For 92 (82.9 percent) of the *hearing requests* received during the 2007–08 reporting period, a resolution was achieved without a hearing. For 18 (16.2 percent) of the *hearing requests* received, a hearing was conducted, and a written legal decision was issued. For the one remaining request, no resolution was reached during the reporting period.



*What were the statuses of the mediation requests made by parties that alleged a violation of a requirement of Part C of IDEA?*

**Exhibit 10. Percentage of *mediation requests* for infants and toddlers served under IDEA, Part C, by request status: 2007–08**



<sup>a</sup>A mediation related to due process is a session that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was initiated due to a due process hearing request.

<sup>b</sup>A mediation not related to due process is a session that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was not initiated due to a due process hearing request.

<sup>c</sup>A mediation that has not been held (including pending) is a request for mediation that has not been conducted.

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part C of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute(s). Only fifteen states reported one or more *mediation requests*. Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. Percentage was based on a total of 136 *mediation requests*. Data are from the reporting period between July 1, 2007, and June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: “Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*,” 2007–08. These data are for the 50 states, DC, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2007–08, a total of 136 *mediation requests* were received through the dispute resolution process for infants and toddlers served under *IDEA*, Part C.
- For 40 (29.4 percent) of the *mediation requests* received, a mediation related to due process was conducted. For 53 (39.0 percent) of the *mediation requests* received, a mediation session had not been held by the end of the 2007–08 reporting period.

## Children Ages 3 Through 5 Served Under *IDEA*, Part B

Under Part B of *IDEA*, the secretary provides funds to states to assist them in providing a free appropriate public education (FAPE) to children ages 3 through 21 with disabilities who are in need of special education and related services. The Preschool Grants program (*IDEA*, section 619) supplements funding available for children ages 3 through 5 under the Grants to States program (*IDEA*, section 611). To be eligible for funding under the Preschool Grants program and the Grants to States program for children ages 3 through 5, a state must make FAPE available to all children ages 3 through 5 with disabilities residing in the state.

*IDEA*, Part B, has four primary purposes:

- To ensure that all children with disabilities have FAPE available to them and receive special education and related services designed to meet their individual needs,
- To ensure that the rights of children with disabilities and their parents are protected,
- To assist states and localities to provide for the education of all children with disabilities, and
- To assess and ensure the effectiveness of efforts to educate children with disabilities.

The data presented in the Part B exhibits in Section I represent the 50 states, the District of Columbia (DC), and the Bureau of Indian Education (BIE) schools.<sup>12</sup> In addition, where indicated in the notes, the exhibits include data from Puerto Rico (PR) and the outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands.<sup>13</sup>

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<sup>12</sup> Although BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year-old children who are enrolled in elementary schools for American Indian children operated or funded by BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

<sup>13</sup> The four outlying areas do not receive funds under *IDEA*, Part B, section 619. However, the outlying areas may report children ages 3 through 5 who receive services funded under *IDEA*, Part B, section 611(b)(1)(A).

## Numbers and Percentages of Children Ages 3 Through 5 Served Under *IDEA*, Part B

*How have the number and percentage of children ages 3 through 5 served under IDEA, Part B, changed over time?*

### Exhibit 11. Number of children ages 3 through 5 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 1999 through fall 2008

Year	Total served under Part B (ages 3 through 5)		Resident population ages 3 through 5 in the 50 states <sup>a</sup> and DC	Percentage <sup>b</sup> of resident population ages 3 through 5 served under Part B in the 50 states, DC, and BIE schools
	In the 50 states, DC, BIE schools, PR, and the four outlying areas	In the 50 states, DC, and BIE schools		
1999	589,122	582,383	11,782,755	4.9
2000	600,583	592,425	11,699,116	5.1
2001	620,182	612,350	11,574,373	5.3
2002	647,420	638,700	11,502,580	5.6
2003	680,142	670,750	11,553,299	5.8
2004	701,949	693,245	11,781,205	5.9
2005	704,087	698,938	11,965,697	5.8
2006	714,384	706,635	12,139,918	5.8
2007	709,136	698,931	12,189,773	5.7
2008	709,004	700,296	12,302,769	5.7

<sup>a</sup>Children served through BIE schools are included in the population estimates of the individual states in which they reside.

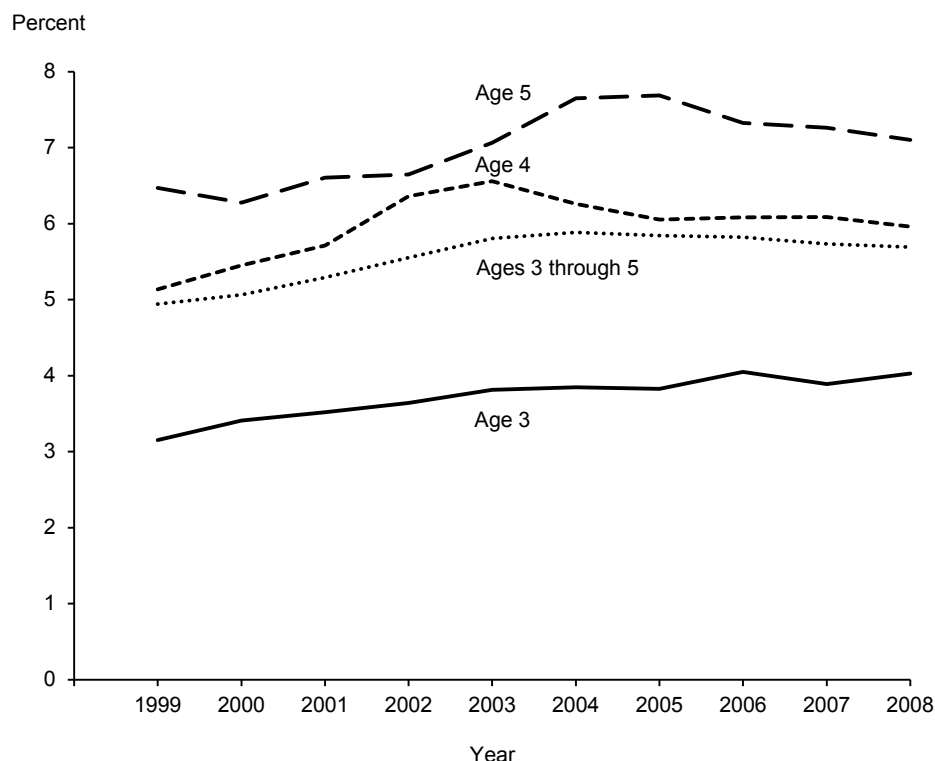
<sup>b</sup>Percentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the year by the estimated U.S. resident population ages 3 through 5 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1999–2008. For 2007 and 2008, data for Vermont were not available. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1999 and 2000. Data were accessed October 2010. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–08. For 2007 and 2008, data for Vermont were excluded. Data were accessed July 2010. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, *IDEA*, Part B, served 709,004 children ages 3 through 5. Of these children, 700,296 were served in the states, the District of Columbia, and BIE schools. Data were available for all but one of the 50 states. This number represented 5.7 percent of the corresponding resident population ages 3 through 5.
- The number of children ages 3 through 5 served under *IDEA*, Part B, increased from 589,122 in 1999 to 709,004 in 2008. This addition of 119,882 children represented a 20.3 percent increase in the number of children served.
- From 1999 through 2004, the percentage of the resident population ages 3 through 5 served under *IDEA*, Part B, increased. The percentage of the resident population served increased by 1 percentage point, from 4.9 percent in 1999 to 5.9 percent in 2004. After 2004, the percentage of the resident population served declined slightly, measuring 5.7 percent in 2008.

*How have the percentages of resident populations ages 3 through 5 served under IDEA, Part B, changed over time?*

**Exhibit 12. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and age group: Fall 1999 through fall 2008**



NOTE: Percentage was calculated by dividing the number of children in the age group served under *IDEA*, Part B, in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.

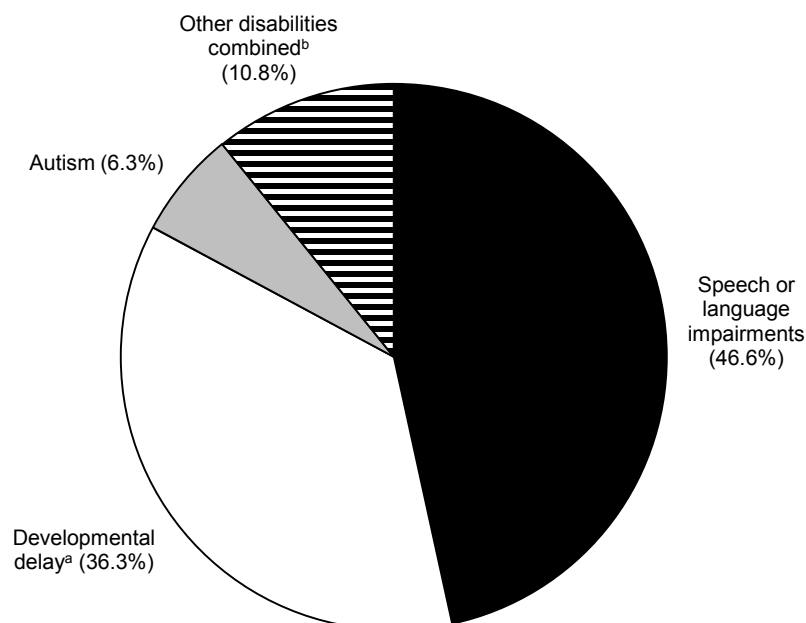
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1999–2008. These data are for the 50 states, DC, and BIE schools, except for 2007 and 2008, when data for Vermont were not available. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau.

"Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1999 and 2000. Data were accessed October 2010. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–08. Data were accessed July 2010. These data are for the 50 states and DC, except for 2007 and 2008, when data for Vermont were excluded. Children served through BIE schools are included in the population estimates of the individual states in which they reside. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- The percentage of 3-year-olds in the resident population served under *IDEA*, Part B, increased from 3.2 percent in 1999 to 4 percent in 2008.
- The percentage of 4-year-olds in the resident population served under *IDEA*, Part B, increased from 5.1 percent in 1999 to 6.6 percent in 2003 then declined to 6 percent in 2008.
- The percentage of 5-year-olds in the resident population served under *IDEA*, Part B, increased from 6.5 percent in 1999 to 7.7 percent in 2005 then declined to 7.1 percent in 2008.

*How did the percentage of children ages 3 through 5 served under IDEA, Part B, vary by disability category?*

**Exhibit 13. Percentage of children ages 3 through 5 served under IDEA, Part B, by disability category: Fall 2008**



<sup>a</sup>States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For more information on children ages 3 through 5 reported under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see exhibits B-1 and B-3 in Appendix B.

<sup>b</sup>“Other disabilities combined” includes *deaf-blindness* (less than 0.1 percent), *emotional disturbance* (0.5 percent), *hearing impairments* (1.2 percent), *intellectual disabilities* (1.8 percent), *multiple disabilities* (1.1 percent), *orthopedic impairments* (1.1 percent), *other health impairments* (2.6 percent), *specific learning disabilities* (2.0 percent), *traumatic brain injury* (0.1 percent), and *visual impairments* (0.5 percent). Due to rounding, it may not be possible to reproduce the value presented in the exhibit for this combination from the sum of the percentages associated with these individual categories.

NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the disability category by the total number of children ages 3 through 5 served under *IDEA*, Part B, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, the most prevalent disability category for children ages 3 through 5 served under *IDEA*, Part B, was *speech or language impairments* (46.6 percent). The next most common disability category was *developmental delay* (36.3 percent), followed by *autism* (6.3 percent).
- Children ages 3 through 5 in “Other disabilities combined” accounted for the remaining 10.8 percent of children served under *IDEA*, Part B.

*How many children ages 3 through 5 served under IDEA, Part B, were reported in each of five race/ethnicity categories?*

**Exhibit 14. Number of children ages 3 through 5 served under IDEA, Part B, in states that used five race/ethnicity categories, by race/ethnicity: Fall 2008**

Race/ethnicity	Child count <sup>a</sup>
Total <sup>b</sup>	672,139
American Indian or Alaska Native	8,745
Asian or Pacific Islander	23,099
Black (not Hispanic)	96,232
Hispanic	132,711
White (not Hispanic)	411,352

<sup>a</sup>Child count is the number of children ages 3 through 5 served under *IDEA*, Part B, in the race/ethnicity category.

<sup>b</sup>This total (based on the sum of the five race/ethnicity counts) may not include children who were considered to be two or more races and who were not reported in the five race/ethnicity categories. The total does not include children whose race/ethnicity was not identified. Therefore, this total, combined with the total presented in exhibit 15 (based on the sum of the seven race/ethnicity counts) does not match the total number of children reported by all states, DC, BIE schools, PR, and the four outlying areas in exhibit 11.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories. For more information on states that used five race/ethnicity categories, see exhibits A-2, A-4, and A-6 in Appendix A.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. These data are for 46 states, DC, PR, Guam, the Northern Mariana Islands, and the Virgin Islands. Alaska, Massachusetts, New Jersey, and Vermont as well as American Samoa and BIE schools used seven racial/ethnic categories. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, 46 states, the District of Columbia, Puerto Rico, Guam, the Northern Mariana Islands, and the Virgin Islands reported 672,139 children ages 3 through 5 served under *IDEA*, Part B, in five race/ethnicity categories.

*How many children ages 3 through 5 served under IDEA, Part B, were reported in each of seven race/ethnicity categories?*

**Exhibit 15. Number of children ages 3 through 5 served under IDEA, Part B, in states that used seven race/ethnicity categories, by race/ethnicity: Fall 2008**

Race/ethnicity	Child count <sup>a</sup>
Total <sup>b</sup>	34,073
American Indian or Alaska Native	839
Asian	1,864
Black or African American	3,093
Hispanic/Latino	5,865
Native Hawaiian or Other Pacific Islander	208
White	21,516
Two or more races	688

<sup>a</sup>Child count is the number of children ages 3 through 5 served under *IDEA*, Part B, in the race/ethnicity category.

<sup>b</sup>This total (based on the sum of the seven race/ethnicity counts), combined with the total presented in exhibit 14 (based on the sum of the five race/ethnicity counts) does not match the total number of children reported by all states, DC, BIE schools, PR, and the four outlying areas in exhibit 11. See exhibit 14 for more information.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories. For more information on states that used seven race/ethnicity categories, see exhibits A-3, A-5, and A-7 in Appendix A.

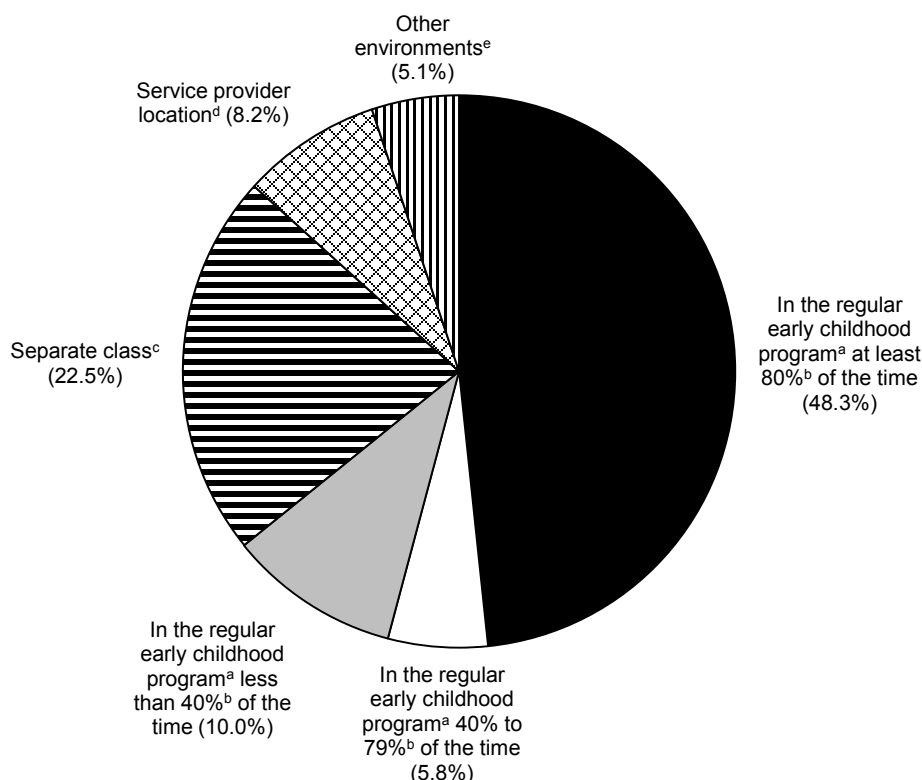
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. These data are for Alaska, Massachusetts, New Jersey, BIE schools, and American Samoa. Data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, three states, BIE schools, and American Samoa reported 34,073 children ages 3 through 5 served under *IDEA*, Part B, in seven race/ethnicity categories.

## Educational Environments for Children Ages 3 Through 5 Served Under *IDEA*, Part B

*In what educational environments were children ages 3 through 5 served under IDEA, Part B?*

**Exhibit 16. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment: Fall 2008**



<sup>a</sup>Regular early childhood program includes at least 50 percent children without disabilities. Regular early childhood programs include, but are not limited to, Head Start, kindergarten, reverse mainstream classrooms, private preschools, preschool classes offered to an eligible pre-kindergarten population by the public school system, and group child care.

<sup>b</sup>Percentage of time spent in the regular early childhood program is defined as the number of hours a child spends per week in the regular early childhood program, divided by the total number of hours the child spends per week in the regular early childhood program plus any hours the child spends per week receiving special education and related services outside of the regular early childhood program, multiplied by 100.

<sup>c</sup>*Separate class* refers to a special education program in a class that includes less than 50 percent children without disabilities.

<sup>d</sup>*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider and does not attend a regular early childhood program or special education program in a *separate class*, *separate school*, or *residential facility*. This does not include children who receive special education and related services in the *home*. An example is a situation in which a child receives only speech instruction, and it is provided in a clinician's office.

<sup>e</sup>"Other environments" consists of *separate school*, *residential facility*, and *home*.

NOTE: Percentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, in the educational environment by the total number of children ages 3 through 5 served under *IDEA*, Part B, in all the educational environments, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2008. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.



- In 2008, nearly one-half (48.3 percent) of children ages 3 through 5 served under *IDEA*, Part B, were *in the regular early childhood program at least 80% of the time*, and more than one-fifth (22.5 percent) of children were served in a *separate class*.
- *In the regular early childhood program less than 40% of the time* was the third most prevalent educational environment but was reported for only 10 percent of children ages 3 through 5 served under *IDEA*, Part B.

### Special Education Teachers and Paraprofessionals Employed to Serve Children Ages 3 Through 5 Under *IDEA*, Part B

*To what extent were full-time equivalent teachers who were employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B, highly qualified?*

#### **Exhibit 17. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B: Fall 2007**

Total number FTE employed	Number FTE highly qualified <sup>a</sup>	Percentage <sup>b</sup> FTE highly qualified
35,583	32,308	90.8

<sup>a</sup>*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. section 1401(10). For highly qualified *special education teachers*, the term “highly qualified” has the same meaning given the term in section 9101 of the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*), except that such term also includes the requirements described in section 602(10)(B) of *IDEA*, and the option for teachers to meet the requirements of section 9101 of *ESEA*, by meeting the requirements of section 602(10)(C) or (D) of *IDEA* [20 U.S.C. section 1401(10)]. In states where teachers who work with children ages 3 through 5 were not included in the state’s definition of highly qualified, teachers were considered highly qualified if they were (1) personnel who held appropriate state certification or licensure for the position held or (2) personnel who held positions for which no state certification or licensure requirements existed.

<sup>b</sup>Percentage was calculated by dividing the number of FTE highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B, by the total number of FTE *special education teachers* employed to provide special education and related services for children ages 3 through 5 served under *IDEA*, Part B, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2007. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2007, a total of 32,308, or 90.8 percent, of the 35,583 full-time equivalent *special education teachers* who were employed to provide special education and related services for children ages 3 through 5 under *IDEA*, Part B, were highly qualified.

*To what extent were full-time equivalent paraprofessionals who were employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B, qualified?*

**Exhibit 18. Number of full-time equivalent (FTE) special education paraprofessionals and number and percentage of FTE qualified special education paraprofessionals employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B: Fall 2007**

Total number FTE employed	Number FTE qualified <sup>a</sup>	Percentage <sup>b</sup> FTE qualified
38,529	33,709	87.5

<sup>a</sup>Special education paraprofessionals reported as qualified (1) met the state standard for qualified based on the criteria identified in 20 U.S.C. section 1412(a)(14)(B), or (2) if paraprofessionals were not included in the state's definition of qualified, either held appropriate state certification or licensure for the position held or held positions for which no state certification or licensure requirements existed.

<sup>b</sup>Percentage was calculated by dividing the number of FTE qualified special education paraprofessionals employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B, by the total number of FTE special education paraprofessionals employed to provide special education and related services for children ages 3 through 5 served under IDEA, Part B, then multiplying the result by 100.

NOTE: Paraprofessionals are employees who provide instructional support, including those who: (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide instructional assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional support services under the direct supervision of a teacher.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities," 2007. These data are for 46 states, DC, BIE schools, PR, and the four outlying areas. Data for Connecticut, Illinois, Mississippi, and Rhode Island were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2007, a total of 33,709, or 87.5 percent, of the 38,529 full-time equivalent special education paraprofessionals who were employed to provide special education and related services for children ages 3 through 5 under IDEA, Part B, were qualified.

## Students Ages 6 Through 21 Served Under *IDEA*, Part B

Since the 1975 passage of the *Education for All Handicapped Children Act* (P.L. 94-142), the U.S. Department of Education has collected data on the number of children served under the law. Early collections of data on the number of children served under Part B of *IDEA* focused on nine disability categories. Through the subsequent years and multiple reauthorizations of the act, the disability categories have been expanded to 13 and revised, and new data collections have been required.<sup>14</sup>

In 1997, the law was reauthorized with several major revisions (*IDEA Amendments of 1997*; P.L. 105-17). One revision was the requirement that race/ethnicity data be collected on the number of children served. The reauthorization also allowed states the option of using the *developmental delay* category<sup>15</sup> for children ages 3 through 9.

The data presented in the Part B exhibits in Section I represent the 50 states, the District of Columbia (DC), and the Bureau of Indian Education (BIE) schools. Where indicated in the notes, the exhibits also include data for Puerto Rico (PR) and the outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands.

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<sup>14</sup> This section presents some data by disability category. Please note that for two categories—*multiple disabilities* and *other health impairments*—a few states used different categories. For details, see Appendix C, exhibit C-1.

<sup>15</sup> States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For more information on students ages 6 through 9 reported under the category of *developmental delay*, see Appendix B.

## Numbers and Percentages of Students Ages 6 Through 21 Served Under *IDEA*, Part B

*How have the number and percentage of students ages 6 through 21 served under IDEA, Part B, changed over time?*

### Exhibit 19. Number of students ages 6 through 21 served under *IDEA*, Part B, and percentage of the population served, by year: Fall 1999 through fall 2008

Year	Total served under Part B (ages 6 through 21)		Resident population ages 6 through 21 in the 50 states <sup>a</sup> and DC	Percentage <sup>b</sup> of resident population ages 6 through 21 served under Part B in the 50 states, DC, and BIE schools
	In the 50 states, DC, BIE schools, PR, and the four outlying areas	In the 50 states, DC, and BIE schools		
1999	5,677,884	5,620,765	64,550,291	8.7
2000	5,774,220	5,711,839	65,376,689	8.7
2001	5,867,078	5,803,639	65,768,762	8.8
2002	5,959,282	5,893,038	65,853,785	8.9
2003	6,046,051	5,971,495	65,768,354	9.1
2004	6,118,437	6,033,425	65,717,805	9.2
2005	6,109,569	6,021,462	65,682,582	9.2
2006	6,081,890	5,986,644	65,754,711	9.1
2007	5,999,205	5,903,959	65,764,495	9.0
2008	5,889,849	5,789,806	65,832,393	8.8

<sup>a</sup>Students served through BIE schools are included in the population estimates of the individual states in which they reside.

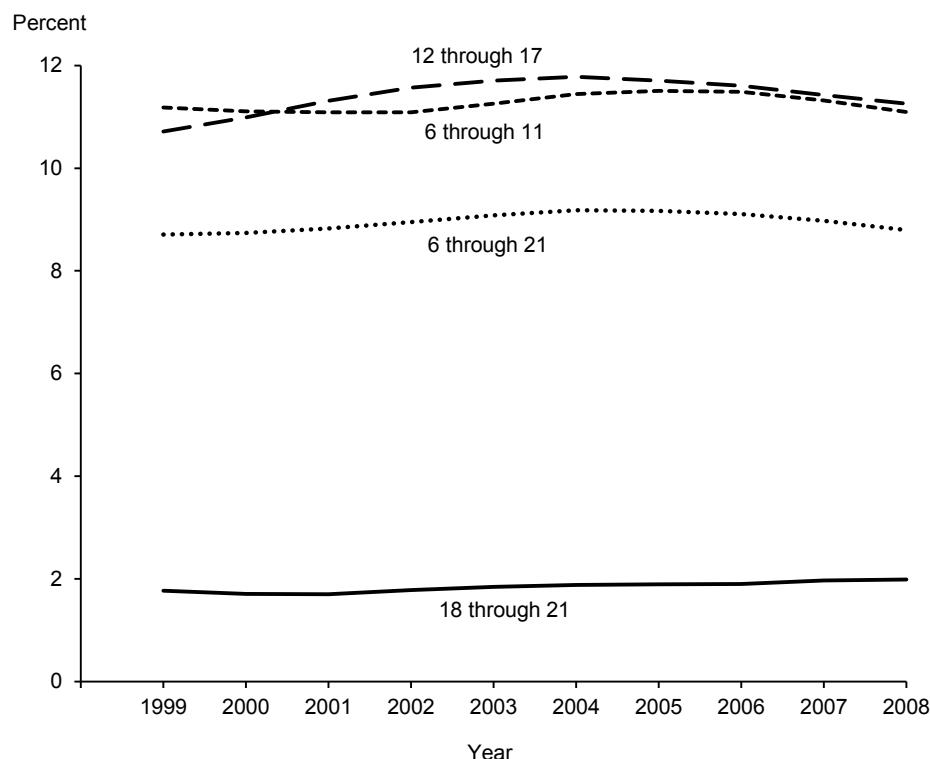
<sup>b</sup>Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1999–2008. For 2007 and 2008, data for Vermont were not available. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1999 and 2000. Data were accessed October 2010. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–08. For 2007 and 2008, data for Vermont were excluded. Data were accessed July 2010. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, a total of 5,889,849 students ages 6 through 21 were served under *IDEA*, Part B. Of these students, 5,789,806 were served in the states, the District of Columbia, and Bureau of Indian Education (BIE) schools for which data were available. Data were available for all but one of the 50 states. This number represented 8.8 percent of the corresponding resident population ages 6 through 21.
- From 1999 through 2004, the number of students ages 6 through 21 served under *IDEA*, Part B, increased by 440,553 students, from 5,677,884 in 1999 to 6,118,437 in 2004. After 2004, the numbers of students decreased slightly.
- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, in the 50 states, the District of Columbia, and BIE schools increased by 0.5 of a percentage point, from 8.7 percent in 1999 to 9.2 percent in 2004 and 2005. After 2004, the percentages of the resident population served was less than or equal to that in the previous year.

*How have the percentages of resident populations ages 6 through 21 served under IDEA, Part B, changed over time?*

**Exhibit 20. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and age group: Fall 1999 through fall 2008**



NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1999–2008. These data are for the 50 states, DC, and BIE schools, except for 2007 and 2008, when data for Vermont were not available. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau.

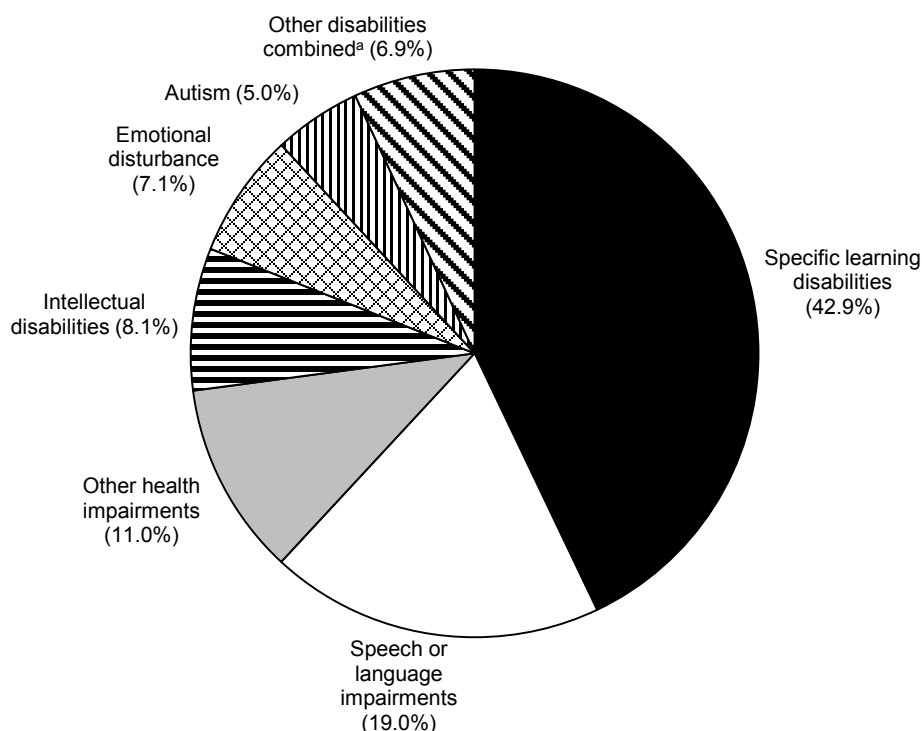
"Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1999 and 2000. Data were accessed October 2010. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–08. Data were accessed July 2010. These data are for the 50 states and DC, except for 2007 and 2008, when data for Vermont were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- The percentage of students in the resident population ages 6 through 21 who were served under *IDEA*, Part B, increased from 8.7 percent in 1999 to 9.2 percent in 2004, then gradually decreased to 8.8 percent in 2008.
- From 1999 through 2005, the percentage of the resident population ages 6 through 11 served under *IDEA*, Part B, increased from 11.2 percent to 11.5 percent, then gradually decreased to 11.1 percent in 2008. During the same period, the percentage of the resident population ages 12 through 17 served under *IDEA*, Part B, increased from 10.7 percent to 11.8 percent, then gradually decreased to 11.3 percent in 2008.

- From 1999 through 2008, the percentage of the resident population ages 18 through 21 served under *IDEA*, Part B, increased gradually from 1.8 percent to 2 percent.

*For what disabilities were students ages 6 through 21 served under IDEA, Part B?*

**Exhibit 21. Percentage of students ages 6 through 21 served under IDEA, Part B, by disability category: Fall 2008**



<sup>a</sup>“Other disabilities combined” includes *deaf-blindness* (less than 0.1 percent), *developmental delay* (1.6 percent), *hearing impairments* (1.2 percent), *multiple disabilities* (2.1 percent), *orthopedic impairments* (1.1 percent), *traumatic brain injury* (0.4 percent), and *visual impairments* (0.4 percent).

NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category by the total number of students ages 6 through 21 served under *IDEA*, Part B, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, the most prevalent disability category for students ages 6 through 21 served under *IDEA*, Part B, was *specific learning disabilities* (42.9 percent). The next most prevalent disability category was *speech or language impairments* (19.0 percent), followed by *other health impairments* (11.0 percent), *intellectual disabilities* (8.1 percent), *emotional disturbance* (7.1 percent), and *autism* (5.0 percent).
- Students ages 6 through 21 in “Other disabilities combined” accounted for the remaining 6.9 percent of students served under *IDEA*, Part B.

*How have the percentages of the resident population ages 6 through 21 served under IDEA, Part B, for particular disabilities changed over time?*

**Exhibit 22. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and disability category: Fall 1999 through fall 2008**

Disability <sup>a</sup>	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
All disabilities below	8.7	8.7	8.8	8.9	9.0	9.1	9.0	9.0	8.8	8.6
Autism	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.3	0.4	0.4
Deaf-blindness	#	#	#	#	#	#	#	#	#	#
Emotional disturbance	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.6
Hearing impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Intellectual disabilities	0.9	0.9	0.9	0.9	0.9	0.8	0.8	0.8	0.7	0.7
Multiple disabilities	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other health impairments	0.4	0.4	0.5	0.6	0.7	0.8	0.8	0.9	0.9	1.0
Specific learning disabilities	4.4	4.4	4.3	4.3	4.3	4.2	4.2	4.0	3.9	3.7
Speech or language impairments	1.7	1.7	1.6	1.7	1.7	1.7	1.7	1.7	1.7	1.7
Traumatic brain injury	#	#	#	#	#	#	#	#	#	#
Visual impairments	#	#	#	#	#	#	#	#	#	#

# Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

<sup>a</sup>States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. Because the category is optional and the exhibit presents percentages that are based on the estimated U.S. resident population ages 6 through 21, the *developmental delay* category is not included in this exhibit. For information on the percentages of the population ages 6 through 9 reported under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see exhibits B-2 and B-3 in Appendix B.

NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category in the year by the estimated U.S. resident population ages 6 through 21 for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1999–2008. These data are for the 50 states, DC, and BIE schools, except for 2007 and 2008, when data for Vermont were not available. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau.

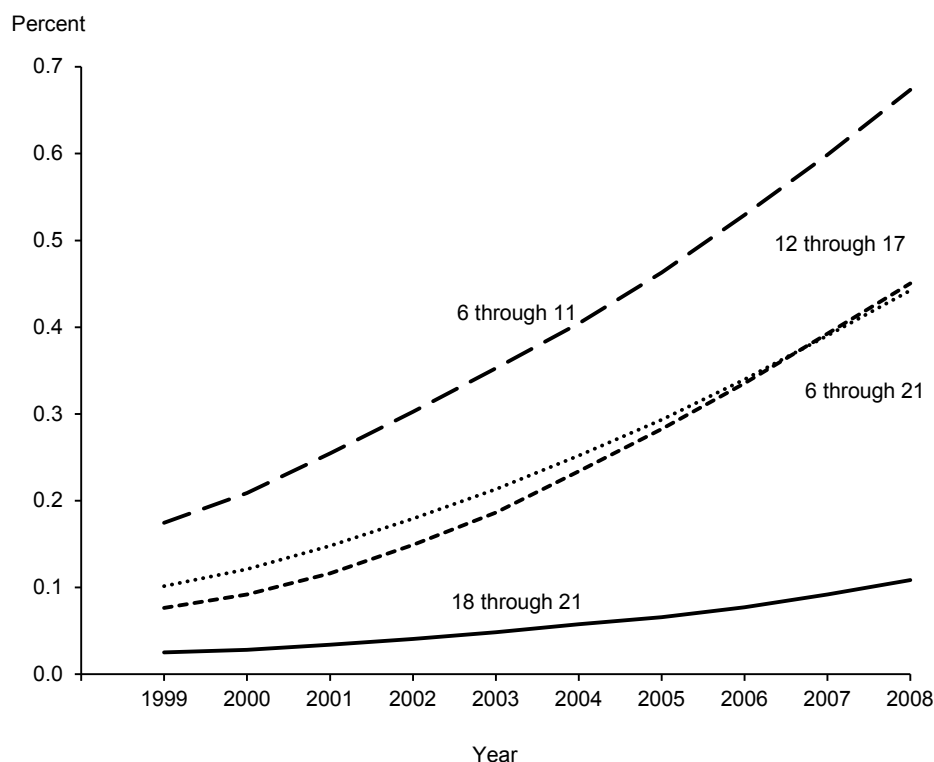
"Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1999 and 2000. Data were accessed October 2010. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–08. Data were accessed July 2010. These data are for the 50 states and DC, except for 2007 and 2008, when data for Vermont were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- For most disability categories, annual change in the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, was negligible (i.e., not more than one-tenth of a percentage point) from 1999 through 2008.
- For two disability categories, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, increased by more than two-tenths of a percentage point between 1999 and 2008. *Other health impairments* increased from 0.4 percent in 1999 to 1 percent in 2008. *Autism* increased from 0.1 percent in 1999 to 0.4 percent in 2008.
- For the *specific learning disabilities* and *intellectual disabilities* categories, the percentage of the resident population served decreased by at least two-tenths of a percentage point between 1999 and 2008. *Specific learning disabilities* decreased from 4.4 percent in 1999 to 3.7

percent in 2008, while *intellectual disabilities* decreased from 0.9 percent in 1999 to 0.7 percent in 2008.

*How have the percentages of resident populations ages 6 through 21 served under IDEA, Part B, that were reported under the category of autism changed over time?*

**Exhibit 23. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and age group: Fall 1999 through fall 2008**



NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, reported under the category of *autism* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of *autism*. The slope cannot be compared with the slopes of exhibits 24 and 25.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1999–2008. These data are for the 50 states, DC, and BIE schools, except for 2007 and 2008, when data for Vermont were not available. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1999 and 2000. Data were accessed October 2010. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–08. Data were accessed July 2010. These data are for the 50 states and DC, except for 2007 and 2008, when data for Vermont were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

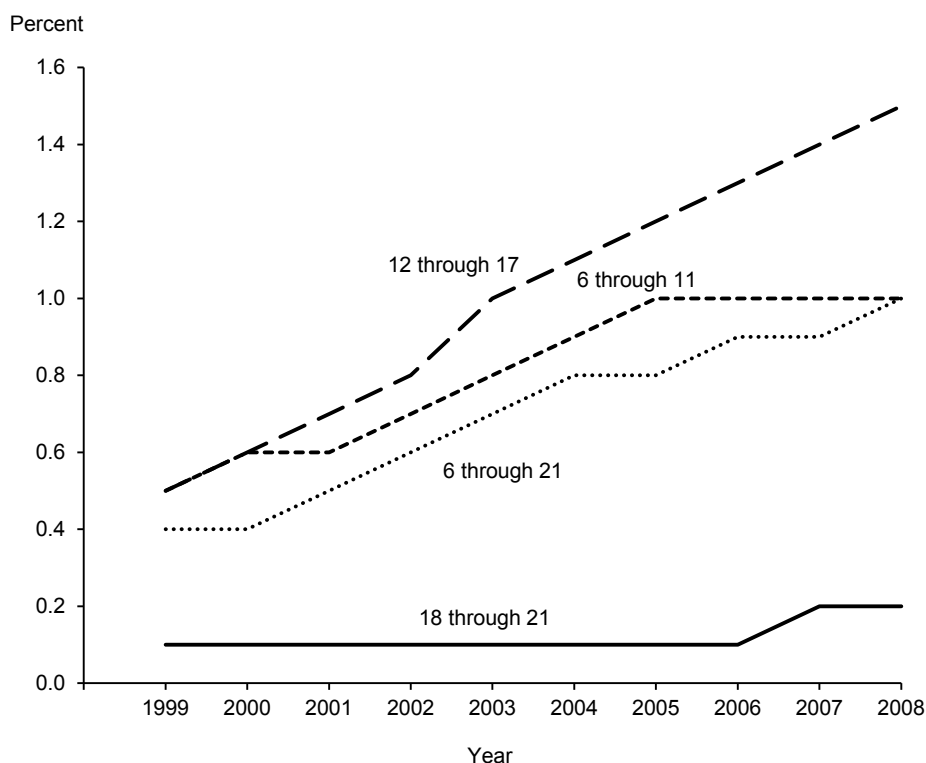
- In 2008, less than one-half of 1 percent of the resident population ages 6 through 21 served under *IDEA*, Part B, was reported under the category of *autism*; however, that percentage steadily increased from 0.1 percent in 1999 to 0.44 percent in 2008.



- The percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *autism* increased for all age groups. The largest increase was for the population ages 6 through 11 (0.17 percent in 1999 and 0.67 percent in 2008), while the smallest increase was for the population ages 18 through 21 (0.03 percent in 1999 and 0.11 percent in 2008).

*How have the percentages of resident populations ages 6 through 21 served under IDEA, Part B, that were reported under the category of other health impairments changed over time?*

**Exhibit 24. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairments*, by year and age group: Fall 1999 through fall 2008**



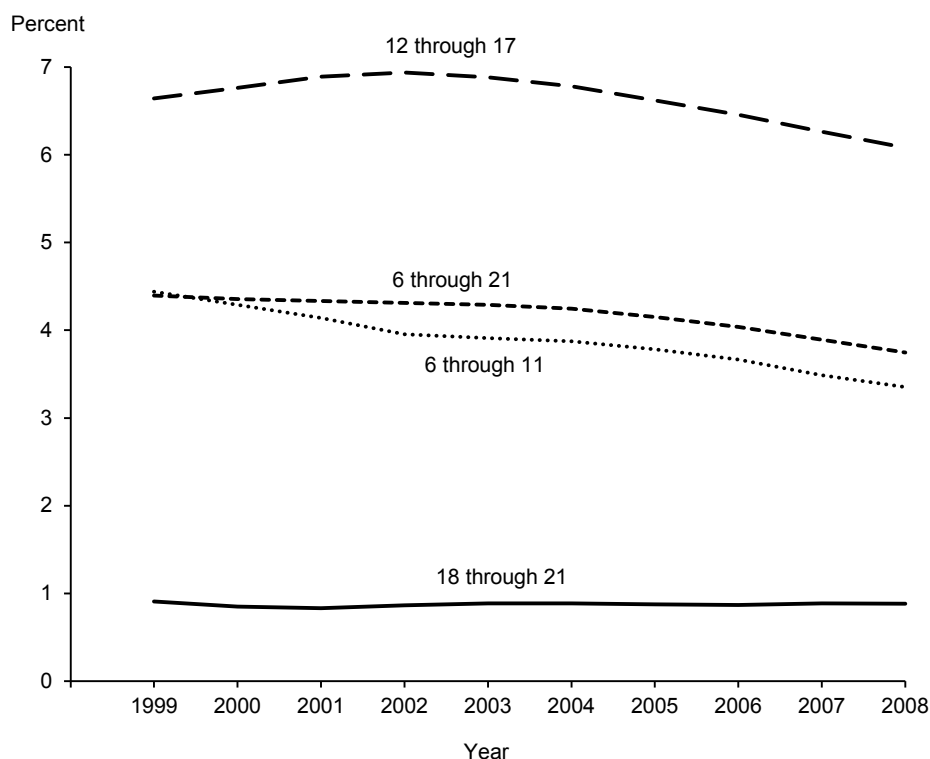
NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, reported under the category of *other health impairments* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of *other health impairments*. The slope cannot be compared with the slopes of exhibits 23 and 25.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1999–2008. These data are for the 50 states, DC, and BIE schools, except for 2007 and 2008, when data for Vermont were not available. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1999 and 2000. Data were accessed October 2010. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–08. Data were accessed July 2010. These data are for the 50 states and DC, except for 2007 and 2008, when data for Vermont were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>

- From 1999 through 2008, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *other health impairments* steadily increased from 0.4 percent to 1 percent.
- In 2008, a larger percentage (1.5 percent) of the population ages 12 through 17 than of the other age groups served under *IDEA*, Part B, was reported under the category of *other health impairments*.
- The percentages of the resident populations ages 6 through 11 and ages 12 through 17 served under *IDEA*, Part B, that were reported under the category of *other health impairments* in 1999 and 2000 were approximately equal. From 2001 through 2008, the percentage of the resident population ages 12 through 17 reported under the category of *other health impairments* surpassed the percentage of the resident population ages 6 through 11 reported under this category.

*How have the percentages of resident populations ages 6 through 21 served under IDEA, Part B, that were reported under the category of specific learning disabilities changed over time?*

**Exhibit 25. Percentage of the population ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disabilities*, by year and age group: Fall 1999 through fall 2008**



NOTE: Percentage was calculated by dividing the number of students in the age group served under *IDEA*, Part B, reported under the category of *specific learning disabilities* in the year by the estimated U.S. resident population in the age group for that year, then multiplying the result by 100. This graph is scaled to demonstrate the change in the percentage of the population represented by students reported under the category of *specific learning disabilities*. The slope cannot be compared with the slopes of exhibits 23 and 24.

- From 1999 through 2008, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, that was reported under the category of *specific learning disabilities* gradually decreased from 4.4 percent to 3.7 percent.
- From 1999 through 2003, the percentage of the resident population ages 12 through 17 served under *IDEA*, Part B, that was reported under the category of *specific learning disabilities* increased from 6.6 percent to 6.9 percent, while the percentage served in each of the other age groups decreased or stayed about the same. After 2003, there was a steady decrease in the percentage of the resident population ages 12 through 17 reported under the category of *specific learning disabilities*, dropping from 6.9 percent in 2003 to 6.1 percent in 2008.
- From 1999 through 2008, the percentage of the resident population ages 6 through 11 served under *IDEA*, Part B, that was reported under the category of *specific learning disabilities* decreased from 4.4 percent to 3.4 percent.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1999–2008. These data are for the 50 states, DC, and BIE schools, except for 2007 and 2008, when data for Vermont were not available. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1999 and 2000. Data were accessed October 2010. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–08. Data were accessed July 2010. These data are for the 50 states and DC, except for 2007 and 2008, data for Vermont were excluded. Students served through BIE schools are included in the population estimates of the individual states in which they reside. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

*How many students ages 6 through 21 served under IDEA, Part B, were reported in each of five race/ethnicity categories?*

**Exhibit 26. Number of students ages 6 through 21 served under IDEA, Part B, in states that used five race/ethnicity categories, by race/ethnicity: Fall 2008**

Race/ethnicity	Child count <sup>a</sup>
Total <sup>b</sup>	5,486,954
American Indian or Alaska Native	78,628
Asian or Pacific Islander	129,127
Black (not Hispanic)	1,117,229
Hispanic	1,098,674
White (not Hispanic)	3,063,296

<sup>a</sup>Child count is the number of students ages 6 through 21 served under *IDEA*, Part B, in the race/ethnicity category.

<sup>b</sup>This total (based on the sum of the five race/ethnicity counts) may not include students who were considered to be two or more races and who were not reported in the five race/ethnicity categories. The total does not include students whose race/ethnicity was not identified. Therefore, this total, combined with the total presented in exhibit 27 (based on the sum of the seven race/ethnicity counts), does not match the total number of students reported by all states, DC, BIE schools, PR, and the four outlying areas in exhibit 19.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories. For more information on states that used five race/ethnicity categories, see exhibits A-2, A-4, and A-6 in Appendix A.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. These data are for 46 states, DC, PR, Guam, the Northern Mariana Islands, and the Virgin Islands. Alaska, Massachusetts, New Jersey, and Vermont as well as American Samoa and BIE schools used seven racial/ethnic categories. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, 46 states, the District of Columbia, Puerto Rico, Guam, the Northern Mariana Islands, and the Virgin Islands reported 5,486,954 students ages 6 through 21 served under *IDEA*, Part B, in five race/ethnicity categories.

*How many students ages 6 through 21 served under IDEA, Part B, were reported in each of seven race/ethnicity categories?*

**Exhibit 27. Number of students ages 6 through 21 served under IDEA, Part B, in states that used seven race/ethnicity categories, by race/ethnicity: Fall 2008**

Race/ethnicity	Child count <sup>a</sup>
Total <sup>b</sup>	383,813
American Indian or Alaska Native	11,920
Asian	10,724
Black or African American	58,640
Hispanic/Latino	66,133
Native Hawaiian or Other Pacific Islander	1,762
White	229,868
Two or more races	4,766

<sup>a</sup>Child count is the number of students ages 6 through 21 served under *IDEA*, Part B, in the race/ethnicity category.

<sup>b</sup>This total (based on the sum of the seven race/ethnicity counts), combined with the total presented in exhibit 26 (based on the sum of the five race/ethnicity counts), does not match the total number of students reported by all states, DC, BIE schools, PR, and the four outlying areas in exhibit 19. See exhibit 26 for more information.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories. For more information on states that used seven race/ethnicity categories, see exhibits A-3, A-5, and A-7 in Appendix A.

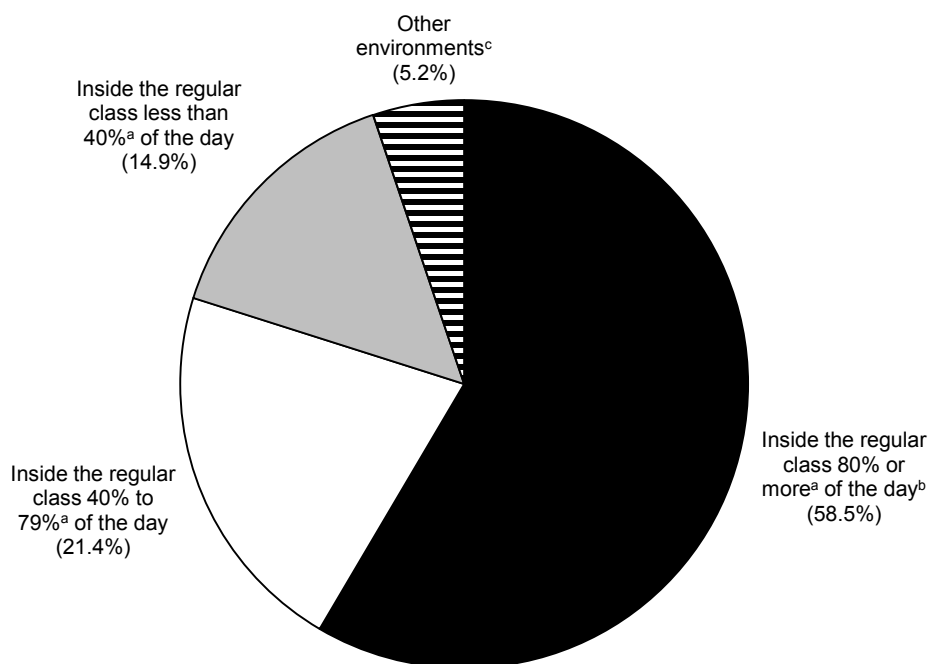
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. These data are for Alaska, Massachusetts, New Jersey, BIE schools, and American Samoa. Data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, Alaska, Massachusetts, New Jersey, BIE schools, and American Samoa reported 383,813 students ages 6 through 21 served under *IDEA*, Part B, in seven race/ethnicity categories.

## Educational Environments for Students Ages 6 Through 21 Served Under *IDEA*, Part B

*To what extent were students served under IDEA, Part B, educated with their peers without disabilities?*

**Exhibit 28. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment: Fall 2008**



<sup>a</sup>Percentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>“Other environments” consists of *separate school, residential facility, homebound/hospital environment, correctional facility, and parentally placed in private school*.

NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, in all educational environments, then multiplying the result by 100.

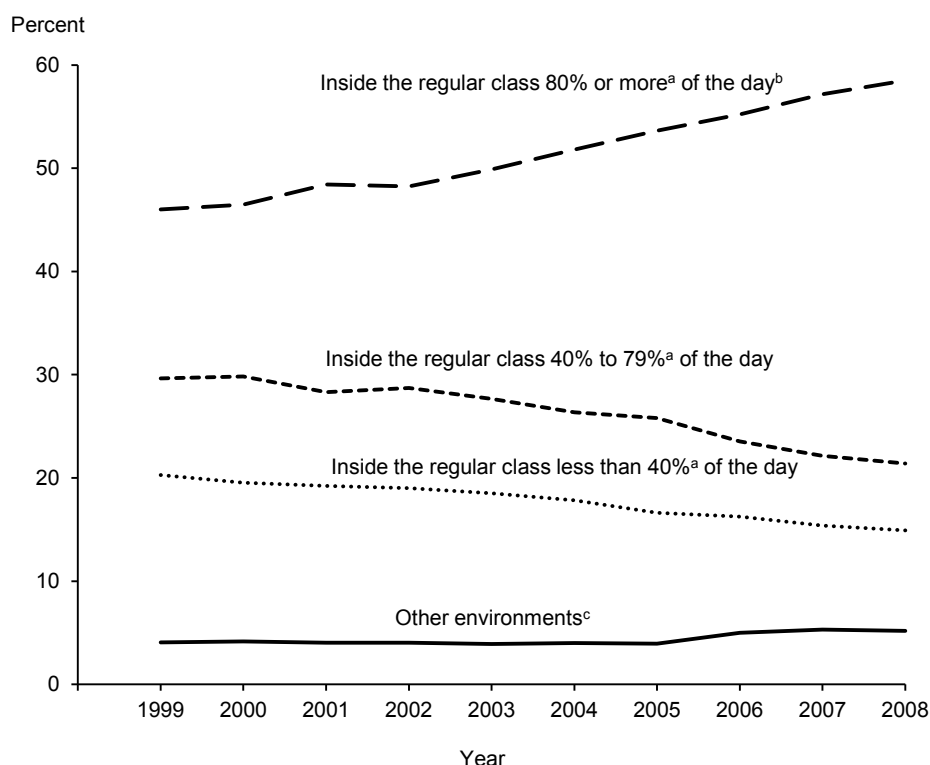
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2008. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, 94.8 percent of students ages 6 through 21 served under *IDEA*, Part B, were educated in regular classrooms for at least some portion of the school day. However, the amount of time they spent in regular classrooms varied.
- More than half of all students ages 6 through 21 served under *IDEA*, Part B (58.5 percent), were educated *inside the regular class 80% or more of the day*.

- A total of 21.4 percent of students served under *IDEA*, Part B, were educated *inside the regular class no more than 79% of the day and no less than 40% of the day*, and 14.9 percent were educated *inside the regular class less than 40% of the day*.
- Only 5.2 percent were educated outside of the regular classroom in “Other environments.”

*How have the educational environments of students served under IDEA, Part B, changed over time?*

**Exhibit 29. Percentage of students ages 6 through 21 served under IDEA, Part B, by year and educational environment: Fall 1999 through fall 2008**



<sup>a</sup>Percentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>“Other environments” consists of *separate school*, *residential facility*, *homebound/hospital environment*, *correctional facility*, and *parentally placed in private school*. After the 2005 data collection, other environment categories were slightly redefined so that counts of children served in correctional facilities and counts of children parentally placed in private schools were reported only under the *correctional facility* and *parentally placed in private school* categories, respectively, as unduplicated counts of children.

NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the educational environment in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, in all educational environments for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 1999–2008. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas, except for 2007 and 2008, when data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 1999 through 2008, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class 80% or more of the day* increased from 46 percent to 58.5 percent.
- From 1999 through 2008, the percentage of students ages 6 through 21 served under *IDEA*, Part B, educated *inside the regular class no more than 79% of the day and no less than 40% of the day* decreased from 29.7 percent to 21.4 percent. Similarly, the percentage of students educated *inside the regular class less than 40% of the day* decreased from 20.3 percent in 1999 to 14.9 percent in 2008.
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, educated in “Other environments” (i.e., environments outside of the regular classroom) remained fairly constant from 1999 to 2005. From 2005 to 2008, the percentage increased from 4 percent to 5.2 percent.

*How did educational environments differ by disability category?*

**Exhibit 30. Percentage of students ages 6 through 21 served under *IDEA*, Part B, within disability category, by educational environment: Fall 2008**

Disability	Time inside the regular class			Other environments <sup>c</sup>
	80% or more <sup>a</sup> of the day <sup>b</sup>	40% to 79% <sup>a</sup> of the day	Less than 40% <sup>a</sup> of the day	
All disabilities	58.5	21.4	14.9	5.2
Autism	36.3	18.2	35.7	9.8
Deaf-blindness	31.1	16.4	28.7	23.8
Developmental delay <sup>d</sup>	61.8	20.5	16.2	1.5
Emotional disturbance	39.3	19.3	23.2	18.2
Hearing impairments	53.7	17.1	15.7	13.5
Intellectual disabilities	17.3	27.0	48.2	7.5
Multiple disabilities	13.7	16.4	45.9	24.0
Orthopedic impairments	51.5	16.5	24.7	7.3
Other health impairments	60.3	24.4	11.2	4.0
Specific learning disabilities	61.6	27.9	8.5	2.1
Speech or language impairments	86.5	5.7	4.7	3.2
Traumatic brain injury	45.0	23.1	23.0	8.9
Visual impairments	62.2	13.7	11.8	12.3

<sup>a</sup>Percentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>“Other environments” consists of *separate school, residential facility, homebound/hospital environment, correctional facility, and parentally placed in private school*.

<sup>d</sup>States’ use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For more information on students ages 6 through 9 reported under the category of *developmental delay* and states with differences in *developmental delay* reporting practices, see exhibits B-2 and B-3 in Appendix B.

NOTE: Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, in the disability category and the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B,



- In 2008, more than four-fifths of students reported under the category of *speech or language impairments* (86.5 percent) were educated *inside the regular class 80% or more of the day*. In contrast, only 17.3 percent of students reported under the category of *intellectual disabilities* and 13.7 percent of students reported under the category of *multiple disabilities* were educated in this environment.
- In 2008, slightly more than one-fourth of students reported under the category of *specific learning disabilities* (27.9 percent) and students reported under the category of *intellectual disabilities* (27.0 percent) were educated *inside the regular class no more than 79% of the day and no less than 40% of the day*.
- In 2008, almost one-half of students reported under the category of *intellectual disabilities* (48.2 percent) and students reported under the category of *multiple disabilities* (45.9 percent) were educated *inside the regular class less than 40% of the day*.
- In 2008, larger percentages of students reported under the categories of *deaf-blindness* (23.8 percent) and *multiple disabilities* (24.0 percent) than of the other disability categories were educated outside of the regular classroom in “Other environments.”

in the disability category and all educational environments, then multiplying the result by 100. The sum of row percentages may not total 100 because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2008. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Vermont were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

## Part B Participation and Performance on Assessments

*What percentages of students served under IDEA, Part B, participated in regular or alternate state math and reading assessments?*

**Exhibit 31. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school who participated in state math and reading assessments, by assessment type: School year 2007–08**

Content area and student grade level	Regular assessment (grade-level standards) <sup>a</sup>	Alternate assessment <sup>b</sup>		
		Grade-level standards <sup>c</sup>	Modified standards <sup>d</sup>	Alternate standards <sup>e</sup>
Math				
Grade 3	86.0	0.3	4.9	7.6
Grade 4	85.3	0.4	5.8	7.5
Grade 5	84.7	0.5	6.4	7.5
Grade 6 <sup>f</sup>	86.4	0.5	3.9	7.8
Grade 7	85.5	0.7	4.0	7.9
Grade 8	84.2	0.7	4.3	8.3
High school	81.9	0.1	4.0	8.9
Reading <sup>g</sup>				
Grade 3	84.8	0.4	5.6	7.8
Grade 4	84.0	0.5	6.7	7.6
Grade 5	84.0	0.5	6.8	7.6
Grade 6 <sup>f</sup>	85.9	0.5	4.1	7.9
Grade 7	85.6	0.6	4.1	7.9
Grade 8	84.7	0.6	4.0	8.3
High school	81.6	0.1	3.9	8.0

<sup>a</sup>Regular assessment based on grade-level academic achievement standards is an assessment that is designed to measure the student's knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student's grade level.

<sup>b</sup>Alternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student's individualized education program (IEP) team makes the determination of whether a student is able to take the regular assessment.

<sup>c</sup>Alternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state's regular assessment.

<sup>d</sup>Alternate assessment based on modified academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP.

<sup>e</sup>Alternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 CFR section 200.1(d).

<sup>f</sup>American Samoa did not assess students in grade 6.

<sup>g</sup>Percentages of students who participated in the regular reading assessments include students with limited English proficiency served under IDEA, Part B, who at the time of the reading assessments had been in the United States fewer than 12 months and took the English language proficiency tests in place of the regular reading assessments.

- Between 81.6 percent and 86.4 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 and high school participated in a *regular assessment based on grade-level academic achievement standards* in math as well as reading in school year 2007–08. The percentage of students who participated in a regular assessment in math was fairly consistent across grades 3 through 8, dropping only slightly for high school students (81.9 percent). The same pattern was observed for regular assessments in reading.
- Of the students served under *IDEA*, Part B, who participated in an alternate assessment in math as well as reading, most were administered a test based on alternate academic achievement standards. Less than 1 percent of students in each grade participated in an *alternate assessment based on grade-level academic achievement standards* in math as well as reading.

NOTE: Percentage was calculated by dividing the number of students served under *IDEA*, Part B, in the grade level who participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under *IDEA*, Part B, who were enrolled in the grade level during or near the content area testing date, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: “Report of the Participation and Performance of Students with Disabilities on State Assessments,” 2007–08. These data are for the 50 states, DC, BIE schools, and the four outlying areas. Data for PR were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

*What percentages of students served under IDEA, Part B, were classified as nonparticipants in state math and reading assessments?*

**Exhibit 32. Percentages of students served under IDEA, Part B, in grades 3 through 8 and high school classified as nonparticipants in state math and reading assessments, by nonparticipant category: School year 2007–08**

Content area and student grade level	Students whose assessment results were invalid <sup>a</sup>	Students who took an out-of-level test <sup>b</sup>	Students who did not take any assessment <sup>c</sup>	Total
<b>Math</b>				
Grade 3	0.38	#	0.81	1.19
Grade 4	0.37	#	0.79	1.17
Grade 5	0.35	#	0.77	1.12
Grade 6 <sup>d</sup>	0.48	0.01	1.03	1.52
Grade 7	0.58	0.01	1.29	1.88
Grade 8	0.71	0.03	1.74	2.47
High school	1.33	0.09	4.19	5.61
<b>Reading<sup>e</sup></b>				
Grade 3	0.56	#	0.83	1.39
Grade 4	0.51	#	0.79	1.30
Grade 5	0.48	#	0.75	1.24
Grade 6 <sup>d</sup>	0.69	#	1.01	1.71
Grade 7	0.71	#	1.24	1.94
Grade 8	0.71	0.01	1.64	2.36
High school	1.73	#	5.46	7.19

# Percentage was non-zero, but < 0.005 or less than 5/1000 of 1 percent.

<sup>a</sup>*Students whose assessment results were invalid* were students whose assessment results could not be used for reporting and/or aggregation due to problems in the testing process (e.g., student did not take all portions of the assessment, student did not fill out the answer sheet correctly, student received accommodations or modifications that threatened test validity), or changes in testing materials that resulted in a score that was deemed by the state to be incomparable to scores received by students who took the assessment without these changes. Students whose test results are determined to be invalid are counted as nonparticipants.

<sup>b</sup>*Students who took an out-of-level test* were students who took an assessment that was at a grade level below which the students were enrolled during the reporting period. Students who are tested out of level are considered nonparticipants because out-of-grade-level tests do not result in a valid score. Note that out-of-level testing is not permitted, as specified in 34 CFR section 200.1(b)(2). This category is included in this report only to ensure that all students with IEPs are fully accounted. States are expected to eliminate the out-of-level testing practice as required by statute.

<sup>c</sup>*Students who did not take any assessment* included students who received parental exemptions, students who were absent, and students who did not take any assessment for other reasons (e.g., exemptions due to a medical emergency, expulsions, or suspensions).

<sup>d</sup>American Samoa did not assess students in grade 6.

<sup>e</sup>Percentages of nonparticipants in the reading assessments can include students with limited English proficiency served under *IDEA*, Part B, who at the time of the reading assessments had been in the United States fewer than 12 months and took the English language proficiency tests in place of the regular reading assessments.

NOTE: Percentage was calculated by dividing the number of students served under *IDEA*, Part B, in the grade level, content area, and nonparticipant category by the total number of students served under *IDEA*, Part B, who were enrolled in the grade level during or near the content area testing date, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: "Report of the Participation and Performance of Students with Disabilities on State Assessments," 2007–08. These data are for the 50 states, DC, BIE schools, and the four outlying areas. Data for PR were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Less than 3 percent of students served under *IDEA*, Part B, in each of grades 3 through 8 in school year 2007–08 who were expected to take the math and reading assessments were classified as nonparticipants. Larger percentages of the students served under *IDEA*, Part B, in high school in school year 2007–08 were classified as nonparticipants in the math assessment (5.61 percent) and the reading assessment (7.19 percent).
- Of the three nonparticipant categories, *students who did not take any assessment* accounted for most of the nonparticipants in all grades in both math and reading. For each of grades 3 through 8, the percentage of students who did not take any assessment accounted for less than 2 percent of the students expected to take the exams. At the high school level, the percentage of nonparticipants in this category was 4.19 percent for math and 5.46 percent for reading.
- *Students whose assessment results were invalid* accounted for less than 1 percent of those in each of grades 3 through 8 who were expected to take a math assessment or a reading assessment, and slightly more than 1 percent of those in high school who were expected to take a math assessment (1.33 percent) or a reading assessment (1.73 percent).

*What percentages of students served under IDEA, Part B, were found to be proficient with regular or alternate state math and reading assessments?*

**Exhibit 33. Numbers of states assessing students served under IDEA, Part B, in grades 3 through 8 and high school in math and reading, and median percentages of those students who were proficient, by assessment type: School year 2007–08**

Content area and student grade level	Alternate assessment <sup>b</sup>							
	Regular assessment (grade-level standards) <sup>a</sup>		Grade-level standards <sup>c</sup>		Modified standards <sup>d</sup>		Alternate standards <sup>e</sup>	
	Number of states	Median percent students proficient	Number of states	Median percent students proficient	Number of states	Median percent students proficient	Number of states	Median percent students proficient
<b>Math</b>								
Grade 3	56	49.6	9	51.5	10	68.1	54	67.5
Grade 4	55	45.5	8	54.5	10	61.6	53	69.2
Grade 5	56	39.2	9	43.7	11	55.8	54	64.8
Grade 6 <sup>f</sup>	55	34.2	9	51.9	10	61.7	53	69.0
Grade 7	56	28.1	9	57.8	10	55.6	54	63.9
Grade 8	56	26.4	9	50.8	10	49.6	54	64.2
High school	56	17.1	9	37.5	11	49.4	53	64.5
<b>Reading<sup>g</sup></b>								
Grade 3	56	43.5	9	46.1	9	60.5	54	71.1
Grade 4	56	39.9	9	46.0	10	61.1	54	68.4
Grade 5	56	36.8	9	33.0	10	53.5	54	71.0
Grade 6 <sup>f</sup>	55	31.8	9	32.5	9	54.7	53	68.4
Grade 7	55	30.5	8	41.1	8	58.4	53	68.2
Grade 8	56	28.7	9	47.9	9	64.0	54	68.0
High school	56	24.6	10	37.5	11	62.9	53	64.6

<sup>a</sup>Regular assessment based on grade-level academic achievement standards is an assessment that is designed to measure the student's knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student's grade level.

<sup>b</sup>Alternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student's individualized education program (IEP) team makes the determination of whether a student is able to take the regular assessment.

<sup>c</sup>Alternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state's regular assessment.

<sup>d</sup>Alternate assessment based on modified academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP.

<sup>e</sup>Alternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. This assessment may yield results that measure the achievement standards that the state has defined under 34 CFR section 200.1(d).

<sup>f</sup>American Samoa did not assess students in grade 6.

<sup>g</sup>Students with limited English proficiency served under IDEA, Part B, who at the time of the reading assessments had been in the United States fewer than 12 months and took English language proficiency tests in place of the regular reading assessments were not considered in the calculations of the percentage of students who were proficient in reading.

- In school year 2007–08, a *regular assessment based on grade-level academic achievement standards* was used by more states than any other type of test to assess students served under *IDEA*, Part B, in each grade in math. In particular, this type of test was administered by each of the 50 states, the District of Columbia, BIE schools, and the four outlying areas to some students served under *IDEA*, Part B, in grades 3, 5, 7, 8, and high school, and by each of the 50 states, the District of Columbia, BIE schools, and three outlying areas to some students in grades 4 and 6. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient in math with this type of test was 49.6 percent. The median percentage of students who were found to be proficient in math decreased with each successive grade, reaching a low of 17.1 percent for students in high school.
- An *alternate assessment based on grade-level academic achievement standards* for math was administered by six states, two outlying areas, and BIE schools to some students served under *IDEA*, Part B, in grades 3, 5 through 8, and high school, and by six states, one outlying area, and BIE schools to some students in grade 4. The median percentages of students served under *IDEA*, Part B, in all grades except grade 5 and high school who were found to be proficient in math with this type of test ranged from 50.8 percent to 57.8 percent. The median percentages of students in grade 5 and high school who were found to be proficient with this type of test were 43.7 percent and 37.5 percent, respectively.
- An *alternate assessment based on modified academic achievement standards* for math was administered by eight states, one outlying area, and the BIE school to some students served under *IDEA*, Part B, in grades 3, 6, 7, and 8; by nine states and BIE schools to students in grade 4; and by nine states, one outlying area, and BIE schools to some students in grade 5 and high school. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient in math with this type of test was 68.1 percent. The medians for grades 4 through 8 and high school ranged from 49.4 percent to 61.7 percent.
- An *alternate assessment based on alternate academic achievement standards* for math was administered by 49 states, the District of Columbia, BIE schools, and three outlying areas to some students served under *IDEA*, Part B, in grades 3, 5, 7, and 8. Forty-nine states, the District of Columbia, BIE schools, and two outlying areas administered this type of math assessment to some students in grades 4 and 6; and 48 states, the District of Columbia, BIE schools, and three outlying areas administered this type of test to some students in high school. The median percentages of students served under *IDEA*, Part B, in all grades who were found to be proficient in math with this type of test ranged from 63.9 percent to 69.2 percent.

NOTE: “Students who were proficient” were students whom states considered proficient for purposes of Adequate Yearly Progress as reported under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). Median percentage represents the mid-point of the percentages calculated for all of the states for which data were available. The percentage for each state was calculated by dividing the number of students served under *IDEA*, Part B, in the grade level who were proficient in the specific content area assessment in the state by the total number of students served under *IDEA*, Part B, in the grade level who participated in the specific content area assessment and received a valid score and achievement level in the state for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: “Report of the Participation and Performance of Students with Disabilities on State Assessments,” 2007–08. These data are for the 50 states, DC, BIE schools, and the four outlying areas. Data for PR were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

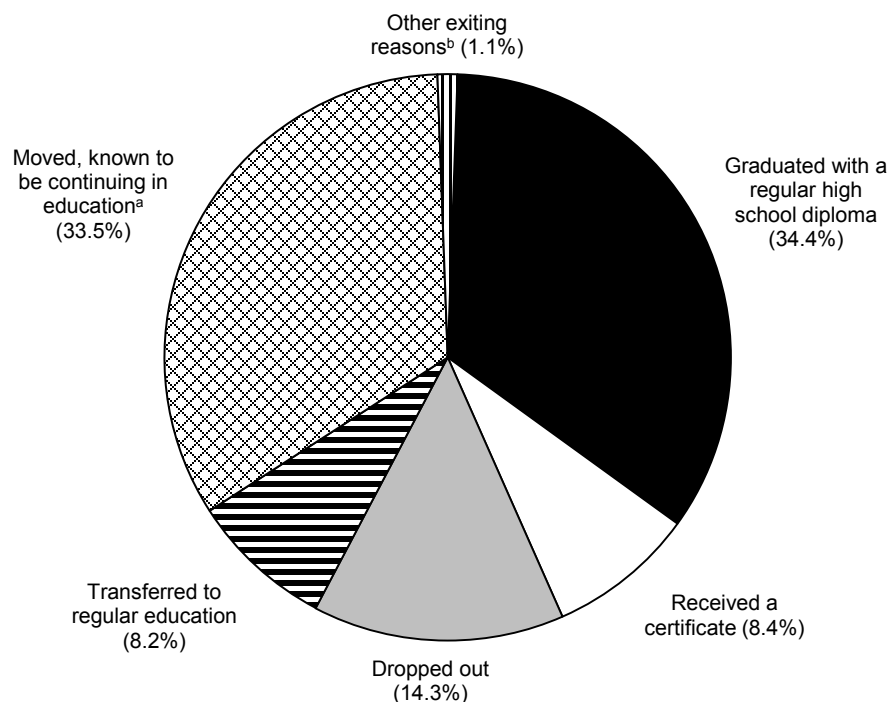
- In school year 2007–08, a *regular assessment based on grade-level academic achievement standards* was used by more states than any other type of test to assess students served under *IDEA*, Part B, in all grades in reading. In particular, this type of test was administered by each of the 50 states, the District of Columbia, BIE schools, and the four outlying areas to some students served under *IDEA*, Part B, in grades 3, 4, 5, 8, and high school and by each of the 50 states, the District of Columbia, BIE schools, and three outlying areas to students in grades 6 and 7. The median percentage of students served under *IDEA*, Part B, in grade 3 who were found to be proficient in reading with this type of test was 43.5 percent. The median percentage of students found to be proficient with this type of test decreased with each successive grade, reaching a low of 24.6 percent for students in high school.
- An *alternate assessment based on grade-level academic achievement standards* for reading was administered by six states, BIE schools, and two outlying areas to some students served under *IDEA*, Part B, in grades 3 through 6 and 8; by six states, BIE schools, and one outlying area to some students in grade 7; and by seven states, BIE schools, and two outlying areas to some students in high school. The median percentages of students served under *IDEA*, Part B, in all grades who were found to be proficient in reading with this type of test ranged from 32.5 percent to 47.9 percent.
- An *alternate assessment based on modified academic achievement standards* for reading was administered by eight states and one outlying area to some students served under *IDEA*, Part B, in grades 3, 6, and 8; by nine states and one outlying area to some students in grade 4 and grade 5; by eight states to some students in grade 7; and by 10 states and one outlying area to some students in high school. The median percentages of students served under *IDEA*, Part B, in all grades who were found to be proficient in reading with this type of test ranged from 53.5 percent to 64 percent.
- An *alternate assessment based on alternate academic achievement standards* for reading was administered by 49 states, the District of Columbia, BIE schools, and three outlying areas to some students served under *IDEA*, Part B, in grades 3, 4, 5, and 8. Forty-nine states, the District of Columbia, BIE schools, and two outlying areas administered this type of assessment to some students in grades 6 and 7; and 48 states, the District of Columbia, BIE schools, and three outlying areas administered this type of test to some students in high school. The median percentages of students served under *IDEA*, Part B, in all grades who were found to be proficient in reading with this type of test ranged from 64.6 percent to 71.1 percent.



## Part B Exiting

*What were the percentages of students ages 14 through 21 exiting IDEA, Part B, for specific reasons?*

**Exhibit 34. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason: 2007–08**



<sup>a</sup>The *moved, known to be continuing in education* category includes exiters who moved out of the catchment area (e.g., state, school district) and are known to be continuing in an educational program. The catchment area is defined by the state education agency.

<sup>b</sup>“Other exiting reasons” include *reached maximum age* for services (0.9 percent) and *died* (0.2 percent).

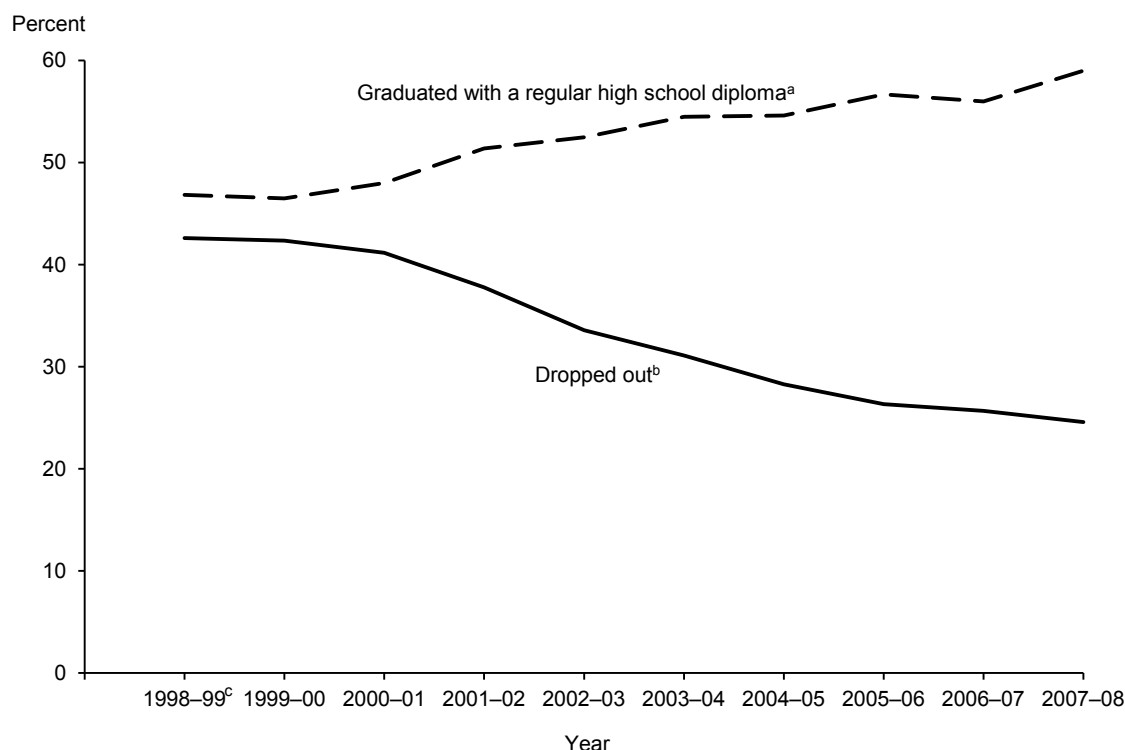
NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing in education*). The seven categories are mutually exclusive. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported in all the exiting categories, then multiplying the result by 100. The sum may not total 100 percent because of rounding. Data are from the reporting period between July 1, 2007, and June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 2007–08. These data are for 48 states, BIE schools, PR, and the four outlying areas. Data for Texas, Vermont, and DC were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Of the seven exiting categories, the category of *graduated with a regular high school diploma* accounted for the largest percentage of students ages 14 through 21 who exited special education in 2007–08 (34.4 percent), followed by *moved, known to be continuing in education* (33.5 percent) and *dropped out* (14.3 percent).

*How have graduation and dropout percentages for students exiting IDEA, Part B, and school changed over time?*

**Exhibit 35. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school who graduated with a regular high school diploma or dropped out of school, by year: 1998–99 through 2007–08**



<sup>a</sup>*Graduated with a regular high school diploma* refers to students ages 14 through 21 served under *IDEA*, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities.

<sup>b</sup>*Dropped out* refers to students ages 14 through 21 served under *IDEA*, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see seven exit categories described below). Starting in 2004–05, the category *moved, not known to be continuing*, used in previous years, was eliminated, and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category.

<sup>c</sup>Georgia and New York appear to have underreported the numbers of students ages 14 through 21 served under *IDEA*, Part B, who *dropped out* as well as the total numbers of students exiting *IDEA*, Part B, and school in 1998–99. As a result, the graduation percentage is somewhat inflated that year.

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only two categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma* and *dropped out*). For data on all seven categories of exiters, see exhibit 34. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported in the exit category (i.e., *graduated with a regular high school diploma* or *dropped out*) for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating and dropping out as required under *IDEA* and included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate graduation and

- In 2007–08, a total of 59 percent of the students ages 14 through 21 who exited *IDEA*, Part B, and school *graduated with a regular high school diploma*; an additional 24.6 percent *dropped out*.
- From 1998–99 through 2007–08, the percentage of students who exited special education and school by having *graduated with a regular high school diploma* increased from 46.8 percent to 59 percent.
- From 1998–99 through 2007–08, the percentage of students who exited special education and school by having *dropped out* decreased from 42.6 percent to 24.6 percent.

dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*. For 1998–99 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06, 2006–07, and 2007–08, data are from the reporting period between July 1st and June 30th of the referenced year.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 1998–99 through 2007–08. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2004–05, data for Washington and DC were not available. For 2005–06, data for DC were not available. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

How have graduation percentages changed over time for students with different disabilities exiting IDEA, Part B, and school?

**Exhibit 36. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma, by year and disability category: 1998–99 through 2007–08**

Disability	1998–99 <sup>a</sup>	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
All disabilities	46.8	46.5	48.0	51.4	52.5	54.2	54.4	56.7	56.0	59.0
Autism	43.9	44.4	44.3	54.0	54.0	55.4	55.6	57.7	58.8	63.2
Deaf-blindness <sup>b</sup>	53.4	40.4	42.7	49.7	57.7	49.6	53.7	64.5	74.3	56.8
Emotional disturbance	29.3	28.7	29.1	32.2	35.6	38.3	40.1	43.4	42.7	45.6
Hearing impairments	61.2	61.8	60.6	67.1	67.1	67.3	69.6	68.9	67.0	69.7
Intellectual disabilities	36.8	35.2	35.6	38.5	37.8	38.1	35.1	37.2	37.6	37.6
Multiple disabilities	43.1	43.3	43.0	45.7	46.6	46.6	43.1	44.6	45.5	45.7
Orthopedic impairments	55.9	52.8	58.4	57.4	57.7	61.9	62.0	62.0	59.9	62.0
Other health impairments	55.3	56.7	56.3	59.3	60.0	60.4	61.9	63.6	62.4	66.5
Specific learning disabilities	52.0	51.8	53.8	57.0	57.7	59.6	59.6	61.7	60.7	64.2
Speech or language impairments	51.4	53.5	52.9	56.0	59.6	61.1	64.9	67.4	66.5	66.6
Traumatic brain injury	60.7	57.2	57.8	65.0	64.2	61.2	62.8	65.0	62.6	64.9
Visual impairments	68.2	66.9	63.4	71.5	69.5	72.6	72.4	72.1	69.7	77.1

<sup>a</sup>Georgia and New York appear to have underreported the numbers of students ages 14 through 21 served under *IDEA*, Part B, who *dropped out* as well as the total numbers of students exiting *IDEA*, Part B, and school in 1998–99. As a result, the graduation percentage is somewhat inflated that year.

<sup>b</sup>Percentages are based on fewer than 200 students exiting special education and school.

NOTE: *Graduated with a regular high school diploma* refers to students ages 14 through 21 served under *IDEA*, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities. The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age for services*, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education and moved*, *known to be continuing in education*). The seven categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school (i.e., *graduated with a regular high school diploma*). For data on all seven categories of exiters, see exhibit 34. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category who *graduated with a regular high school diploma* for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating as required under *IDEA* and included in this report are not comparable to the graduation rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by graduating are different from those used to calculate graduation rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation rates under *ESEA*. For 1998–99 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06, 2006–07, and 2007–08, data are from the reporting period between July 1st and June 30th of the referenced year.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 1998–99 through 2007–08. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2004–05, data for Washington and DC were not available. For 2005–06, data for DC were not available. For 2006–07, data for Vermont and Washington were not available. For 2007–08, data for Texas, Vermont, and DC were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- From 1998–99 through 2007–08, the graduation percentage increased for students in all disability categories who exited *IDEA*, Part B, and school. The largest increase was associated with students reported under the category of *autism* (19.3 percentage point increase), followed by those reported under the category of *emotional disturbance* (16.3 percentage point increase). A notable increase was also associated with students reported under the category of *speech or language impairments* (15.2 percentage point increase).
- In every year from 1998–99 through 2007–08, except in 2006–07, the students exiting special education and school who were reported under the categories of *visual impairments* and *hearing impairments* had the largest graduation percentages. The students exiting special education and school who were reported under the categories of *emotional disturbance* and *intellectual disabilities* consistently had the smallest graduation percentages from 1998–99 through 2007–08.

*How have dropout percentages changed over time for students with different disabilities exiting IDEA, Part B, and school?*

**Exhibit 37. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school who dropped out of school, by year and disability category: 1998–99 through 2007–08**

Disability	1998– 99 <sup>a</sup>	1999– 00	2000– 01	2001– 02	2002– 03	2003– 04	2004– 05	2005– 06	2006– 07	2007– 08
All disabilities	42.6	42.3	41.2	37.8	33.6	30.9	28.3	26.3	25.7	24.6
Autism	25.4	25.6	22.2	18.7	16.1	12.9	10.8	9.2	7.2	7.0
Deaf-blindness <sup>b</sup>	26.2	29.8	24.2	28.7	27.6	17.3	20.0	9.2	8.2	9.5
Emotional disturbance	65.6	65.3	65.0	61.3	55.9	52.2	48.2	45.0	44.8	43.3
Hearing impairments	24.9	23.8	24.6	21.2	18.8	16.7	13.1	13.5	13.0	11.1
Intellectual disabilities	36.0	36.8	35.2	32.2	29.3	27.1	24.5	22.3	22.2	21.5
Multiple disabilities	29.8	27.8	27.8	27.3	24.9	21.5	21.0	18.6	19.1	17.6
Orthopedic impairments	28.3	31.5	27.3	24.8	22.4	16.3	14.5	11.6	13.3	13.1
Other health impairments	36.5	35.3	36.2	32.8	28.9	27.7	24.7	23.6	23.2	22.4
Specific learning disabilities	40.2	39.9	38.6	35.4	31.4	29.1	26.8	25.3	24.5	23.6
Speech or language impairments	40.9	39.2	39.4	35.9	31.0	29.4	25.2	22.7	20.7	20.5
Traumatic brain injury	27.7	29.2	28.8	24.8	22.8	22.9	18.5	15.1	15.4	14.6
Visual impairments	20.9	20.6	23.3	17.8	15.5	12.7	11.3	11.5	11.2	9.6

<sup>a</sup>Georgia and New York appear to have underreported the numbers of students ages 14 through 21 served under *IDEA*, Part B, who *dropped out* as well as the total numbers of students exiting *IDEA*, Part B, and school in 1998–99. As a result, the graduation percentage is somewhat inflated that year.

<sup>b</sup>Percentages are based on fewer than 200 students exiting special education and school.

NOTE: *Dropped out* refers to students ages 14 through 21 served under *IDEA*, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis (see seven exit categories described below). Starting in 2004–05, the category *moved, not known to be continuing*, used in previous years, was eliminated, and exiters who moved and were not known to be continuing in an education program were added to the *dropped out* category. The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma, received a certificate, dropped out, reached maximum age for services, and died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only one category of exiters from both special education and school (i.e., *dropped out*). For data on all seven categories of exiters, see exhibit 34. Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category who *dropped out* for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, reported under the disability category in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by dropping out as required under *IDEA* and included in this report are not comparable to the dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by dropping out are different from those used to calculate dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their dropout rates under *ESEA*. For 1998–99 through 2004–05, data are from a cumulative 12-month reporting period, which may have varied from state to state. For 2005–06, 2006–07, and 2007–08, data are from the reporting period between July 1st and June 30th of the referenced year.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children with Disabilities Exiting Special Education,” 1998–99 through 2007–08. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the following exceptions. For 2004–05, data for Washington and DC were not available. For 2005–06, data for DC were not available. For 2006–07, data for Vermont and Washington were not

- From 1998–99 through 2007–08, the dropout percentage decreased for students in all disability categories who exited *IDEA*, Part B, and school. The decrease was most notable for students reported under the category of *emotional disturbance* (22.3 percentage point decrease), and students reported under the category of *speech or language impairments* (20.4 percentage point decrease).
- A smaller percentage of the students exiting special education and school who were reported under the categories of *visual impairments* and *autism* than under the other categories dropped out in each year from 1998–99 through 2007–08. Moreover, a larger percentage of students reported under the category of *emotional disturbance* than under the other categories dropped out in each year. In fact, the dropout percentage for students reported under the category of *emotional disturbance* was substantially larger than the dropout percentage for any disability category in each year.

available. For 2007–08, data for Texas, Vermont, and DC were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

## Special Education Teachers and Paraprofessionals Employed to Serve Students Ages 6 Through 21 Under *IDEA*, Part B

*To what extent were full-time equivalent teachers who were employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B, highly qualified?*

### Exhibit 38. Number of full-time equivalent (FTE) *special education teachers* and number and percentage of FTE highly qualified *special education teachers* employed to provide special education and related services for students ages 6 through 21 served under *IDEA*, Part B: Fall 2007

Total number FTE employed	Number FTE highly qualified <sup>a</sup>	Percentage <sup>b</sup> FTE highly qualified
390,425	353,922	90.7

<sup>a</sup>*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. section 1401(10). For highly qualified *special education teachers*, the term “highly qualified” has the same meaning given the term in section 9101 of the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*), except that such term also includes the requirements described in section 602(10)(B) of *IDEA*, and the option for teachers to meet the requirements of section 9101 of *ESEA*, by meeting the requirements of section 602(10)(C) or (D) of *IDEA* [20 U.S.C. section 1401(10)]. In states without highly qualified teacher standards, teachers were considered highly qualified if they were (1) personnel who held appropriate state certification or licensure for the position held or (2) personnel who held positions for which no state certification or licensure requirements existed.

<sup>b</sup>Percentage was calculated by dividing the number of FTE highly qualified *special education teachers* employed to provide special education and related services for students ages 6 through 21 served under *IDEA*, Part B, by the total number of FTE *special education teachers* employed to provide special education and related services for students ages 6 through 21 served under *IDEA*, Part B, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities,” 2007. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2007, a total of 353,922, or 90.7 percent, of the 390,425 full-time equivalent *special education teachers* who were employed to provide special education and related services for students ages 6 through 21 under *IDEA*, Part B, were highly qualified.



*To what extent were full-time equivalent paraprofessionals who were employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B, qualified?*

**Exhibit 39. Number of full-time equivalent (FTE) special education paraprofessionals and number and percentage of FTE qualified special education paraprofessionals employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B: Fall 2007**

Total number FTE employed	Number FTE qualified <sup>a</sup>	Percentage <sup>b</sup> FTE qualified
373,973	341,703	91.4

<sup>a</sup>Special education paraprofessionals reported as qualified (1) met the state standard for qualified based on the criteria identified in 20 U.S.C. section 1412(a)(14)(B) or (2) if no state standard for qualified paraprofessionals existed, either held appropriate state certification or licensure for the position held or held positions for which no state certification or licensure requirements existed.

<sup>b</sup>Percentage was calculated by dividing the number of FTE qualified special education paraprofessionals employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B, by the total number of FTE special education paraprofessionals employed to provide special education and related services for students ages 6 through 21 served under IDEA, Part B, then multiplying the result by 100.

NOTE: Paraprofessionals are employees who provide instructional support, including those who: (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide instructional assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional support services under the direct supervision of a teacher.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities," 2007. These data are for 49 states, DC, BIE schools, PR, and the four outlying areas. Data for Rhode Island were not available. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2007, a total of 341,703, or 91.4 percent, of the 373,973 full-time equivalent special education paraprofessionals who were employed to provide special education and related services for students ages 6 through 21 under IDEA, Part B, were qualified.

## Children and Students Ages 3 Through 21 Served Under *IDEA*, Part B

### Personnel Employed to Provide Related Services for Children and Students Ages 3 Through 21 Served Under *IDEA*, Part B

In 2007, the 50 states, the District of Columbia (DC), Bureau of Indian Education (BIE) schools, Puerto Rico (PR), and the outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands reported the numbers of full-time equivalent fully certified and not fully certified personnel employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B. Personnel who were fully certified for the position either held appropriate state certification or licensure for the position held or held positions for which no state certification or licensure requirements existed.

*To what extent were full-time equivalent personnel who were employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, fully certified?*

#### **Exhibit 40. Number of full-time equivalent (FTE) personnel and number and percentage of FTE fully certified personnel employed to provide related services for children and students ages 3 through 21 served under IDEA, Part B, by personnel type: Fall 2007**

Personnel category	Total number FTE employed	Number FTE fully certified	Percentage <sup>a</sup> FTE fully certified
Total	191,806	186,602	97.3
Audiologists	1,383	1,323	95.7
Counselors and rehabilitation counselors	15,948	15,613	97.9
Interpreters	6,586	5,600	85.0
Medical/nursing service staff	16,371	15,765	96.3
Occupational therapists	18,085	17,725	98.0
Orientation and mobility specialists	1,307	1,258	96.3
Physical education teachers and recreation and therapeutic recreation specialists	14,094	13,633	96.7
Physical therapists	7,936	7,789	98.1
Psychologists	30,921	30,518	98.7
Social workers	18,505	18,243	98.6
Speech-language pathologists	60,670	59,135	97.5

<sup>a</sup>Percentage was calculated by dividing the number of FTE fully certified personnel employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, by the total number of FTE personnel (fully certified and not fully certified) employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, then multiplying the result by 100.

NOTE: Not all states use all 11 related services personnel categories. The term “related services” refers to transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. Related services include speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services and school nurse services; social work services in schools; and parent counseling and training. Related services do not include a medical device that is surgically implanted, the optimization

- In 2007, 97.3 percent of full-time equivalent (FTE) personnel who were employed to provide related services for children and students ages 3 through 21 served under *IDEA*, Part B, were fully certified.
- Ten of the 11 categories of full-time equivalent related services personnel had full certification percentages of 95 percent or more. *Interpreters* had the smallest full certification percentage (85.0 percent), while nearly all *psychologists* (98.7 percent) and *social workers* (98.6 percent) were fully certified.

of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device [34 CFR section 300.34(a) and (b)(1)].

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: "Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities," 2007. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

## Disciplinary Removals of Children and Students From Their Educational Placements

For the 2007–08 school year, the 50 states, District of Columbia, BIE schools, Puerto Rico, and the four outlying areas reported information on children and students ages 3 through 21 served under *IDEA*, Part B, who were removed from their educational placements for disciplinary reasons.

*How many children and students ages 3 through 21 served under IDEA, Part B, were removed to an interim alternative educational setting or suspended or expelled for more than 10 days during the school year?*

### **Exhibit 41. Numbers of children and students ages 3 through 21 who were served under IDEA, Part B; removed from their educational placements for disciplinary purposes; and removed per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by type of disciplinary removal: School year 2007–08**

Type of disciplinary removal	Number served <sup>a</sup>	Number disciplined <sup>b</sup>	Number disciplined per 10,000 served <sup>c</sup>
Removed to an interim alternative educational setting <sup>d</sup>			
Removed unilaterally by school personnel <sup>e</sup> for drugs, weapons, or serious bodily injury <sup>f</sup>	6,708,341	10,829	16
Removed by hearing officer for likely injury <sup>f</sup>	6,708,341	504	1
Suspended or expelled >10 days during school year <sup>g</sup>			
Received out-of-school suspensions or expulsions <sup>f</sup>	6,708,341	79,631	119
Received in-school suspensions <sup>h</sup>	6,386,673	31,537	49

<sup>a</sup>Excludes counts from states that did not have disciplinary removal category data available.

<sup>b</sup>The number reported within each of the four disciplinary categories is an unduplicated count of children and students. However, children and students who were involved in two or more incidents may be reported in more than one disciplinary category.

<sup>c</sup>Ratio was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, in the disciplinary removal category by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, then multiplying the result by 10,000. The numerator is based on data from the entire 2007–08 school year, whereas the denominator is based on point-in-time data from fall 2007.

<sup>d</sup>An appropriate setting determined by the child's/student's individualized education program (IEP) team in which the child/student is placed for no more than 45 school days. This setting enables the child/student to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child's/student's current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

<sup>e</sup>Instances in which school personnel (not the IEP team) order the removal of children and students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days.

<sup>f</sup>Data for Vermont were not available for this disciplinary removal category.

<sup>g</sup>The children and students reported in this category are those subject to multiple short-term suspensions/expulsions summing to more than 10 days during the school year, those subject to single suspension(s)/expulsion(s) over 10 days during the school year, and those subject to both.

<sup>h</sup>Data for Illinois and Vermont were not available for this disciplinary removal category.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820 0621: "Report of Children with Disabilities Subject to Disciplinary Removal," 2007–08. Data Analysis System (DANS), OMB #1820 0043: "Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, as Amended," 2007. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the exceptions noted above. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During school year 2007–08, a total of 10,829 children and students ages 3 through 21 served under *IDEA*, Part B, were removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury. Given that 6,708,341 children and students ages 3 through 21 were served under Part B in 2007, this type of action occurred with only 16 children and students for every 10,000 children and students who were served under Part B in 2007.
- Only 504 children and students, or 1 for every 10,000 children and students served in 2007, were removed to an interim alternative educational setting by a hearing officer for likely injury to themselves or others in school year 2007–08.
- During the 2007–08 school year, the number (79,631) of children and students ages 3 through 21 served under *IDEA*, Part B, who received *out-of-school suspensions or expulsions* for more than 10 cumulative days was more than twice the number (31,537) of those who received *in-school suspensions* for more than 10 cumulative days.

*How did the numbers of children and students ages 3 through 21 served under IDEA, Part B, who were removed to an interim alternative educational setting or suspended or expelled for more than 10 days, per 10,000 children and students ages 3 through 21 served, vary by disability category?*

**Exhibit 42. Numbers of children and students ages 3 through 21 served under IDEA, Part B, removed to an interim alternative educational setting and suspended or expelled for more than 10 days per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by disability category and type of disciplinary removal: School year 2007–08**

Disability	Removed to an interim alternative educational setting <sup>a</sup>		Suspended or expelled >10 days during school year <sup>b</sup>	
	Removed unilaterally by school personnel <sup>c</sup> for drugs, weapons, or serious bodily injury <sup>d</sup>	Removed by hearing officer for likely injury <sup>d</sup>	Received out-of-school suspensions or expulsions <sup>d</sup>	Received in-school suspensions <sup>e</sup>
All disabilities	16	1	119	49
Autism	3	#	16	5
Deaf-blindness	13	0	152	13
Developmental delay <sup>f</sup>	1	#	6	2
Emotional disturbance	52	4	438	148
Hearing impairments	9	1	44	17
Intellectual disabilities	10	1	124	55
Multiple disabilities	6	1	47	13
Orthopedic impairments	6	#	34	9
Other health impairments	22	1	175	80
Specific learning disabilities	22	1	143	63
Speech or language impairments	2	#	18	10
Traumatic brain injury	16	#	88	37
Visual impairments	8	0	25	14

# Ratio was non-zero, but smaller than 5 per 100,000.

<sup>a</sup>An appropriate setting determined by the child's/student's individualized education program (IEP) team in which the child/student is placed for no more than 45 school days. This setting enables the child/student to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child's/student's current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

<sup>b</sup>The children and students reported in this category are those subject to multiple short-term suspensions/expulsions summing to more than 10 days during the school year, those subject to single suspension(s)/expulsion(s) over 10 days during the school year, and those subject to both.

<sup>c</sup>Instances in which school personnel (not the IEP team) order the removal of children and students with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days.

<sup>d</sup>Data for Vermont were not available for this disciplinary removal category.

<sup>e</sup>Data for Illinois and Vermont were not available for this disciplinary removal category.

<sup>f</sup>States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2007, 52 children and students were removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury during school year 2007–08. This ratio (52 per 10,000 children and students) was larger than the ratio for the children and students reported under each of the other disability categories, which in all cases was less than 23 per 10,000 children and students.
- Without regard for disability category, for every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2007, no more than 4 children or students were removed by a hearing officer for likely injury during school year 2007–08.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2007, 438 children and students received out-of-school suspensions or expulsions for more than 10 days during school year 2007–08. This ratio (438 per 10,000 children and students) was larger than the ratio for the children and students reported under each of the other disability categories, which in all cases was less than 176 per 10,000 children and students.
- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2007, 148 children and students received in-school suspensions for more than 10 days during school year 2007–08. This ratio (148 per 10,000 children and students) was larger than the ratio for the children and students reported under each of the other disability categories, which in all cases was less than 81 per 10,000 children and students.

NOTE: The ratio reported within each of the four disciplinary categories is based on an unduplicated count of children and students. However, children and students who were involved in two or more incidents may be reported in more than one disciplinary category. Ratio was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, reported under the disability category for the disciplinary removal category by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, reported under the disability category, then multiplying the result by 10,000. The numerator is based on data from the entire 2007–08 school year, whereas the denominator is based on point-in-time data from fall 2007. The denominator for the disability category of *deaf-blindness* is fewer than 1,600 children and students ages 3 through 21 served under *IDEA*, Part B. The denominator for each of the other disability categories is greater than 24,000 children and students ages 3 through 21 served under *IDEA*, Part B.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children with Disabilities Subject to Disciplinary Removal,” 2007–08. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2007. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas with the exceptions noted above. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

## Dispute Resolution for Children and Students Served Under *IDEA*, Part B

To protect the interests of children and students served under *IDEA*, Part B, *IDEA* requires states to implement a formal set of procedural safeguards for children and students served under *IDEA*, Part B. Among these procedural safeguards are three formal options for registering and resolving disputes. One of these options is a *written, signed complaint*. Any individual or organization can file a *written, signed complaint* alleging a violation of any Part B requirement by a school district, the state education agency, or any other public agency. A second option available to parents and school districts is a due process complaint. By filing a due process complaint, a parent or a school district can request a due process hearing<sup>16</sup> regarding any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child. Mediation is a third option available through which parents and school districts can try to resolve disputes and reach an agreement about any matter under Part B of *IDEA*, including matters arising prior to the filing of a due process complaint. The agreements reached through the mediation process are legally binding and enforceable. For more information about these and other procedural safeguards, go to <http://www.nectac.org/topics/procsafe/procsafe.asp>.

Data on legal disputes related to *IDEA*, Part B, and their resolutions were collected for the first time in 2006–07. Unlike the other Part B data collections, which are associated with a specific group of Part B participants defined by the participants' ages, the Part B dispute resolution data collection is associated with all children and students served under *IDEA*, Part B. These children and students include individuals ages 3 through 21, as well as older individuals, as states have the option of serving students 22 years of age and older. The Part B legal disputes and resolution data represent all complaints associated with any participant in Part B during the 12 months during which the data were collected.

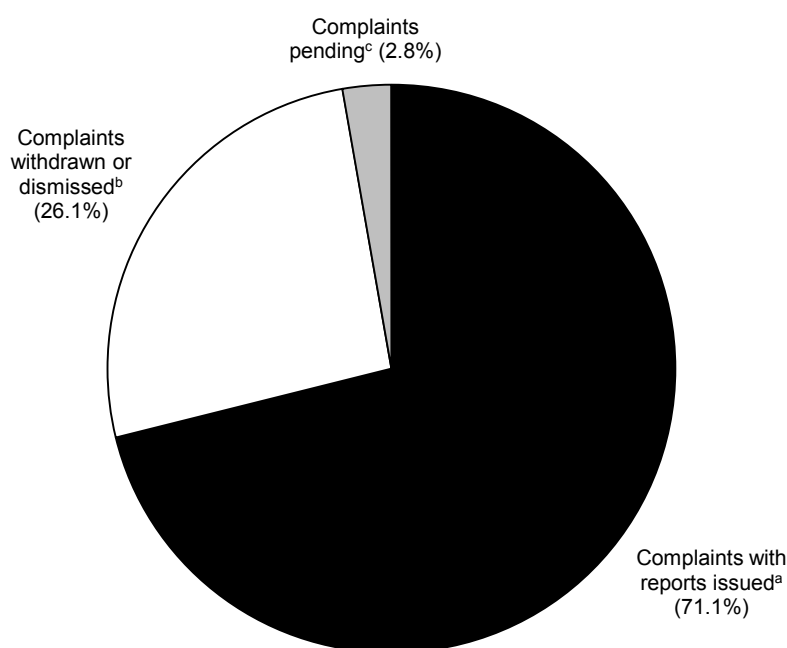
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<sup>16</sup> A due process hearing is designed to be a fair, timely, and impartial procedure for resolving disputes that arise from parents and public agencies regarding the education of children and students served under *IDEA*, Part B.



*What were the statuses of the written, signed complaints that alleged a violation of a requirement of Part B of IDEA?*

**Exhibit 43. Percentage of written, signed complaints for children and students served under IDEA, Part B, by complaint status: 2007–08**



<sup>a</sup>A complaint with a report issued refers to a written decision that was provided by the state education agency to the complainant and local education agency regarding alleged violations of a requirement of Part B of *IDEA*.

<sup>b</sup>A complaint withdrawn or dismissed refers to a *written, signed complaint* that was withdrawn by the complainant for any reason or that was determined by the state education agency to be resolved by the complainant and the public agency through mediation or other dispute resolution means and no further action by the state education agency was required to resolve the complaint.

<sup>c</sup>A complaint pending is a *written, signed complaint* that is either still under investigation or is not resolved because the state education agency's written decision has not been issued.

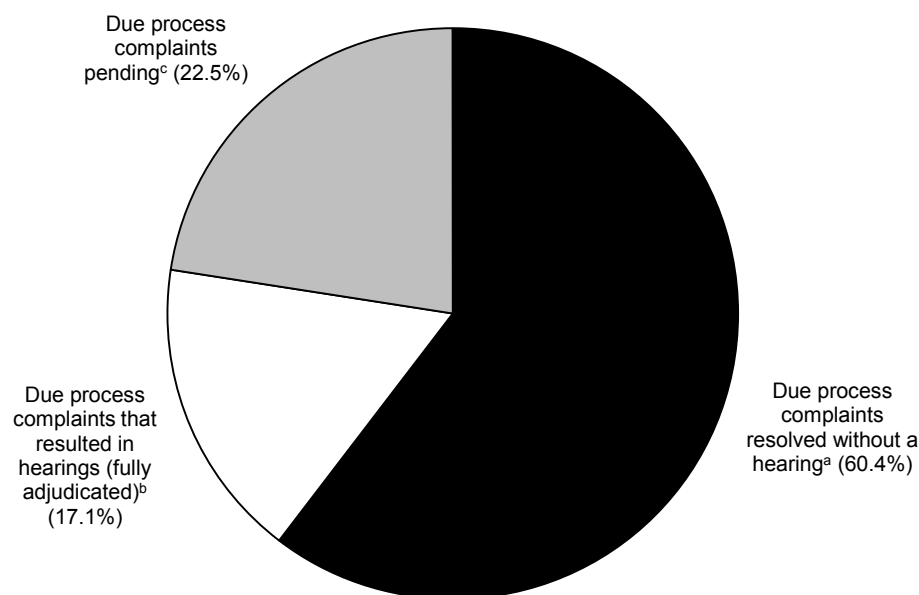
NOTE: A *written, signed complaint* is signed document with specific content requirements that is submitted to the state education agency by an individual or organization (i.e., complainant) that alleges a violation of a requirement of Part B of *IDEA*. Percentage was calculated by dividing the number of complaints in the status category by the total number of *written, signed complaints*, then multiplying the result by 100. Percentage was based on a total of 5,600 *written, signed complaints*. Data are from the reporting period between July 1, 2007, and June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: "Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*," 2007–08. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2007–08, a total of 5,600 *written, signed complaints* were received through the dispute resolution process for children and students served under *IDEA*, Part B.
- A report was issued for 3,981 (71.1 percent) of the complaints, while 1,462 (26.1 percent) of the complaints were withdrawn or dismissed. Only 157 (2.8 percent) of the complaints that were received during the 2007–08 reporting period were pending or unresolved by the end of the period.

*What were the statuses of the due process complaints made by parties that alleged a violation of a requirement of Part B of IDEA?*

**Exhibit 44. Percentage of *due process complaints* for children and students served under IDEA, Part B, by complaint status: 2007–08**



<sup>a</sup>A *due process complaint* resolved without a hearing is a complaint that did not result in a fully adjudicated due process hearing and was not under consideration by a hearing officer. This includes *due process complaints* resolved through a mediation agreement or through a written settlement agreement, those settled by some other agreement between the parties (i.e., parent and public agency) prior to completion of the hearing, those withdrawn by the filing party, those determined by the hearing officer as insufficient, and those not fully adjudicated for other reasons.

<sup>b</sup>A due process hearing is fully adjudicated when a hearing officer conducts a hearing, reaches a final decision regarding matters of law and fact, and issues a written decision to the parent and public agency.

<sup>c</sup>The number of *due process complaints* pending is the difference between the total number of *due process complaints* filed and the sum of the numbers for *due process complaints* that resulted in hearings (fully adjudicated) and *due process complaints* resolved without a hearing.

NOTE: A *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters relating to the identification, evaluation, or educational placement of a child with a disability, or the provision of a free appropriate public education to the child. Beginning with the 2007–08 Part B dispute resolution data collection, the hearing requests category used in previous years was renamed due process complaints, but its definition remained unchanged. Percentage was calculated by dividing the number of *due process complaints* in the status category by the total number of due process complaints, then multiplying the result by 100. Percentage was based on a total of 18,869 due process complaints. Data are from the reporting period between July 1, 2007, and June 30, 2008.

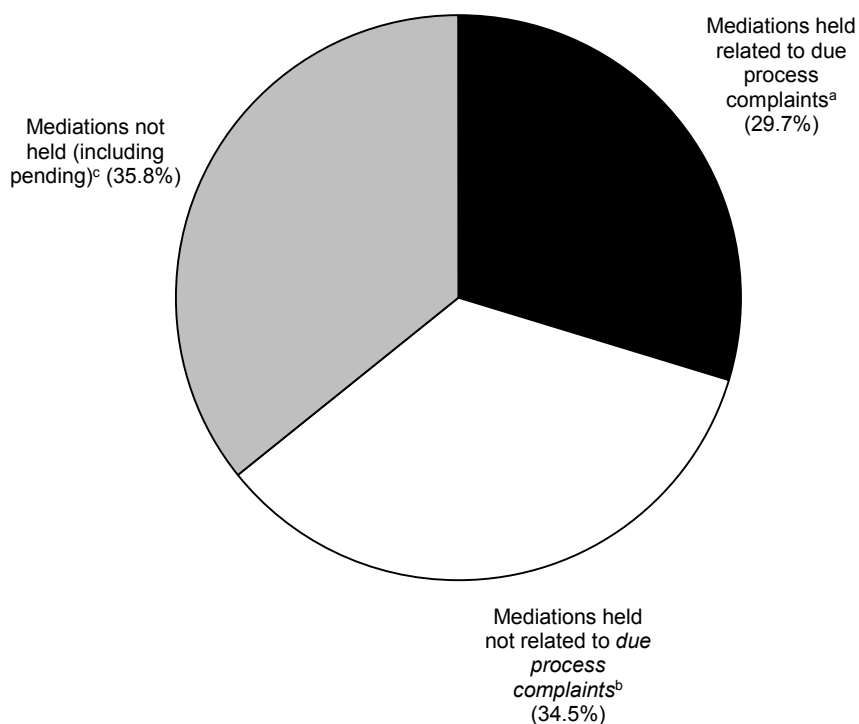
SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2007–08. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- A total of 18,869 *due process complaints* were received during 2007–08 through the dispute resolution process for children and students served under *IDEA*, Part B.

- For 11,397 (60.4 percent) of the *due process complaints* received during the 2007–08 reporting period, a resolution was achieved without a hearing. For 3,227 (17.1 percent) of the *due process complaints* received, a hearing was conducted, and a written legal decision was issued. For the remaining 4,245 complaints received (22.5 percent), a resolution was still pending at the end of the reporting period.

*What were the statuses of the mediation requests made by parties that alleged a violation of a requirement of Part B of IDEA?*

**Exhibit 45. Percentage of *mediation requests* for children and students served under IDEA, Part B, by request status: 2007–08**



<sup>a</sup>A mediation held related to a *due process complaint* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was initiated by the filing of a *due process complaint*.

<sup>b</sup>A mediation held not related to a *due process complaint* is a process that was conducted by a qualified and impartial mediator to resolve a disagreement between a parent and public agency that was not initiated by the filing of a *due process complaint*.

<sup>c</sup>A mediation not held (including pending) is a request for mediation that has not been held.

NOTE: A *mediation request* is a request by a party to a dispute involving any matter under Part B of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute(s). Percentage was calculated by dividing the number of *mediation requests* in the status category by the total number of *mediation requests*, then multiplying the result by 100. Percentage was based on a total of 8,832 *mediation requests*. Data are from the reporting period between July 1, 2007, and June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2007–08. These data are for the 50 states, DC, BIE schools, PR, and the four outlying areas. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- During 2007–08, a total of 8,832 *mediation requests* were received through the dispute resolution process for children and students served under *IDEA*, Part B.

- For 2,623 (29.7 percent) of the *mediation requests* received, a mediation related to a *due process complaint* was conducted. For 3,047 (34.5 percent) of the *mediation requests* received, a mediation was conducted that was not related to due process. For the remaining 3,162 requests (35.8 percent), a mediation had not been held by the end of the 2007–08 reporting period.

## **Section II**

### **Summary and Analysis of *IDEA* Section 618 Data at the State Level**



## Introduction

This section of the *32nd Annual Report to Congress, 2010* addresses a set of questions developed by the U.S. Department of Education based on information requests made by the public. The questions show the breadth and depth of information available and call for the examination of data elements addressing areas of particular interest.

The discussion in this section offers a different perspective from that presented in Section I, where the discussion features counts, percentages, and ratios that represent the nation as a whole. The measures in Section I for Parts B and C represent the 50 states, the District of Columbia, Puerto Rico, and the outlying areas of American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands; for Part B only, the measures usually also represent the Bureau of Indian Education (BIE) schools. In contrast, the discussion in this section reflects a state-level perspective that features comparisons among the states for which data were available. The measures presented in this section do not include counts; they include only percentages and ratios and thereby provide a common basis for comparing the states. For Parts B and C, these measures are based on data for the 50 states, the District of Columbia, and Puerto Rico; for Part B only, the measures usually also represent BIE schools. They are referred to collectively as “All states,” and individually by the term “state” in the exhibits and discussion. Consequently, the discussion may refer to as many as 53 individual “states” in total.

The objective of the analyses in this section is to examine similarities and differences among and within states for specific time periods. For some elements, data for two time periods for each state are presented and examined. In these cases, the analysis focuses on comparing data for the two time periods presented to determine what, if any, substantial change occurred. The more recent (comparison) time periods depicted in the state-level data exhibits are consistent with the more recent time periods depicted in the national level data exhibits found in Section I. Earlier (baseline) time periods were selected for exhibits in this section based on data availability and the comparability of the data categories or definitions (see “Data Sources Used in This Report”).

As was the case in Section I, any reference in this section to “early intervention services” is synonymous with services provided under *IDEA*, Part C.

## Notes Concerning the Exhibits in Section II

The following will assist readers of this section:

1. Majority is defined as greater than 50 percent.
2. The U.S. Census' annual population estimates for the states include counts of children and students ages 3 through 21 served through the BIE schools. Therefore, BIE schools are not presented as a distinct state in population data exhibits.
3. The four outlying areas are not included in the exhibits because data for these jurisdictions were not available due to cell suppression (see item #5 below) or data were not reported. For example, the U.S. Census' annual population estimates exclude residents of the four outlying areas. The unavailability of resident population data results in an inability to calculate associated percentages.
4. Available on the Web at <http://www.tadnet.org/> are several documents that can provide important background information to these exhibits. Prior to making any state-to-state comparisons, the reader should consult the posted data dictionaries, fact sheets, and data notes. The data notes provide information on the ways in which states collected and reported data differently from the Office of Special Education Programs' (OSEP) data formats and instructions. In addition, the data notes provide explanations of substantial changes in the data from the previous year.
5. The suppression of numerical data results in an inability to calculate associated percentages. Suppression of certain data occurs to limit disclosure of personally identifiable information consistent with federal law. Under *IDEA* section 618(b)(1), the data collected by the U.S. Department of Education (Department ) under *IDEA* section 618(a) must be publicly reported by each state in a manner that does not result in the disclosure of data identifiable to individual children. Additionally, under 34 CFR section 99.35(a)(1) of the *Family Educational Rights and Privacy Act (FERPA)* regulations, authorized representatives of the secretary may have access to education records in connection with an audit or evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements that relate to those programs. However, under 34 CFR section 99.35(b)(1) of the *FERPA* regulations, information collected by authorized representatives of the secretary for these purposes must be protected in a manner that does not permit personal identification of individuals by anyone other than those officials. Only those officials may



make further disclosures in accordance with the requirements in 34 CFR section 99.33(b). It is the policy of the Department to be consistent with the provisions of the *IDEA* and *FERPA* privacy statutes and regulations. Each office in the Department has different purposes for its data collections. Therefore, each office develops its own approach to data presentation that ensures the protection of privacy while meeting the purposes of the data collection and the Department's Information Quality Guidelines, which were developed as required by the Office of Management and Budget. The 2003-04 data presented in the *28th Annual Report to Congress, 2006*, were the first data in these reports to which OSEP applied its cell suppression policy.

In preparing this report, OSEP determined that certain numbers required to calculate the percentages in the exhibits that follow would be suppressed in order to avoid the identification of children and students through data publication. In particular, counts of one to five children or students were suppressed. When necessary, counts of zero or more than five children were suppressed to prevent the calculation of another suppressed number. When counts were suppressed for a state, percentages and ratios that required those counts could not be calculated. However, national counts ("All states") that were used to calculate national percentages and ratios in the exhibits that follow were not suppressed.

6. In a number of states, students must meet an exit exam requirement in addition to the traditional course work requirements to earn a regular/standard high school diploma. In exhibit 66, Part B exit data are presented to permit a comparison between states that had an exit exam requirement in place for students with disabilities and states that did not have an exit exam requirement in place for students with disabilities.

## Infants and Toddlers Served Under *IDEA*, Part C

### Part C Child Count

*How did the states compare with regard to the percentage of the resident population of infants and toddlers birth through age 2 served under IDEA, Part C, in 2008, and how did the percentages change between 2004 and 2008?*

**Exhibit 46. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2004 and fall 2008**

State	2004	2008
All states	2.3	2.7
Alabama	1.3	1.6
Alaska	2.0	1.8
Arizona	1.5	1.8
Arkansas	2.4	2.3
California	1.8	2.5
Colorado	1.7	2.2
Connecticut	3.1	3.6
Delaware	3.0	2.3
District of Columbia	1.4	1.4
Florida	1.9	1.9
Georgia	1.3	1.3
Hawaii	7.6	6.7
Idaho	2.6	2.6
Illinois	2.9	3.4
Indiana	4.2	3.6
Iowa	2.0	2.9
Kansas	2.5	2.8
Kentucky	2.2	2.9
Louisiana	2.4	2.0
Maine	2.8	2.3
Maryland	2.8	3.3
Massachusetts	5.9	6.4
Michigan	2.1	2.7
Minnesota	1.5	2.1
Mississippi	1.7	1.6
Missouri	1.5	1.6
Montana	2.0	1.9
Nebraska	1.7	1.8
Nevada	1.2	1.7
New Hampshire	2.6	3.2
New Jersey	2.4	2.9
New Mexico	3.3	4.9
New York	4.4	4.2

See notes at end of exhibit.

**Exhibit 46. Percentage of the population birth through age 2 served under IDEA, Part C, by year and state: Fall 2004 and fall 2008—Continued**

State	2004	2008
North Carolina	1.8	2.3
North Dakota	2.6	3.6
Ohio	2.1	3.3
Oklahoma	2.0	1.8
Oregon	1.5	1.7
Pennsylvania	3.1	3.8
Puerto Rico	2.0	3.4
Rhode Island	3.4	4.8
South Carolina	1.4	2.4
South Dakota	2.8	3.1
Tennessee	1.7	1.7
Texas	1.8	2.2
Utah	1.7	1.9
Vermont	3.0	3.9
Virginia	1.8	2.0
Washington	1.6	1.9
West Virginia	3.2	4.2
Wisconsin	2.7	2.7
Wyoming	3.8	4.6

NOTE: Percentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the state in the year by the estimated U.S. resident population birth through age 2 in the state for that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by all states in the year by the estimated U.S. resident population birth through age 2 in all states for that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2004 and 2008. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. “State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT,” 2004 and 2008. Data were accessed July 2010. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, for “All states” was 2.7 percent. The percentages of the resident population served in the individual states ranged from 1.3 percent to 6.7 percent. The following seven states served more than 4 percent of the resident population: Hawaii (6.7 percent), Massachusetts (6.4 percent), New Mexico (4.9 percent), Rhode Island (4.8 percent), Wyoming (4.6 percent), New York (4.2 percent), and West Virginia (4.2 percent). The following two states served less than 1.5 percent of the resident population of infants and toddlers: the District of Columbia (1.4 percent) and Georgia (1.3 percent).
- In 2004, the percentage of the resident population of infants and toddlers birth through age 2 served under *IDEA*, Part C, in “All states” was 2.3 percent. In 35 states, an increase was observed between 2004 and 2008. In 16 of the states in which an increase was observed, the percentage in 2004 was larger than the corresponding percentage served in “All states.” Included among the 16 states was Massachusetts, which served a larger percentage (5.9 percent) of its resident population in 2004 than every state except Hawaii, which served 7.6 percent of its resident population.

## Part C Primary Early Intervention Service Settings

*How did the states compare with regard to the distribution of infants and toddlers birth through age 2 served under IDEA, Part C, by primary early intervention service settings in 2008, and how did the distributions change between 2007 and 2008?*

**Exhibit 47. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2007 and fall 2008**

State	2007			2008		
	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>
All states	85.5	5.5	9.0	86.1	5.7	8.1
Alabama	83.4	11.9	4.7	78.7	9.4	11.8
Alaska	91.1	4.7	4.2	88.5	7.3	4.2
Arizona	62.6	0.2	37.2	75.5	0.5	24.0
Arkansas	21.5	24.3	54.2	17.4	24.2	58.4
California	82.7	3.2	14.1	82.3	3.9	13.7
Colorado	94.2	0.6	5.2	97.0	1.8	1.2
Connecticut	94.2	5.3	0.5	95.1	4.6	0.3
Delaware	74.9	9.2	15.9	78.9	11.0	10.1
District of Columbia	45.4	43.5	11.1	38.5	43.4	18.1
Florida	50.4	8.8	40.8	52.7	8.2	39.1
Georgia	99.0	0.7	0.4	98.5	0.4	1.1
Hawaii	89.9	2.8	7.3	91.6	2.8	5.6
Idaho	90.7	2.4	6.9	94.0	2.7	3.3
Illinois	85.1	4.5	10.4	88.1	4.2	7.8
Indiana	93.6	4.7	1.7	93.6	4.9	1.5
Iowa	95.1	3.3	1.6	96.1	2.5	1.5
Kansas	95.7	2.9	1.4	95.5	3.0	1.5
Kentucky	87.9	11.6	0.5	87.7	11.8	0.5
Louisiana	95.4	4.1	0.5	96.7	3.1	0.2
Maine	59.5	27.9	12.6	72.4	18.0	9.6
Maryland	82.8	8.4	8.8	83.9	8.4	7.7
Massachusetts	88.4	10.1	1.6	88.0	10.4	1.6
Michigan	88.3	4.1	7.6	85.3	8.0	6.7
Minnesota	90.0	3.8	6.2	91.2	3.3	5.5
Mississippi	83.1	11.4	5.5	85.0	6.2	8.8
Missouri	92.0	5.9	2.1	92.7	5.4	2.0
Montana	92.3	x	x	91.8	7.1	1.1
Nebraska	92.7	4.0	3.4	85.7	7.2	7.0
Nevada	97.9	1.7	0.5	97.8	1.9	0.2
New Hampshire	94.5	x	x	95.5	0.9	3.6
New Jersey	92.4	5.5	2.2	92.5	6.2	1.2
New Mexico	81.8	15.9	2.3	76.8	21.4	1.9
New York	88.8	2.4	8.8	90.1	2.5	7.4
North Carolina	90.0	8.9	1.1	90.2	8.8	1.0

See notes at end of exhibit.

**Exhibit 47. Percentage of infants and toddlers birth through age 2 served under IDEA, Part C, by year, primary early intervention service setting, and state: Fall 2007 and fall 2008—Continued**

State	2007			2008		
	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>	Home <sup>a</sup>	Community-based setting <sup>b</sup>	Other setting <sup>c</sup>
North Dakota	93.1	1.2	5.7	98.4	1.0	0.6
Ohio	84.0	4.3	11.7	86.6	3.6	9.8
Oklahoma	95.5	2.8	1.7	95.1	2.9	2.0
Oregon	87.2	3.2	9.6	90.3	2.9	6.8
Pennsylvania	97.6	2.0	0.4	97.6	2.0	0.4
Puerto Rico	87.5	12.4	0.1	85.1	x	x
Rhode Island	77.4	8.5	14.1	84.4	6.6	9.0
South Carolina	80.6	0.9	18.5	83.2	0.8	16.1
South Dakota	79.7	x	x	80.8	18.4	0.8
Tennessee	68.6	19.4	12.0	72.9	17.1	10.0
Texas	96.0	3.4	0.6	94.5	5.1	0.4
Utah	68.2	2.7	29.1	67.4	3.2	29.3
Vermont	86.1	10.9	3.0	85.0	12.7	2.4
Virginia	78.8	4.6	16.6	75.4	4.4	20.3
Washington	61.1	13.4	25.5	66.8	16.0	17.3
West Virginia	95.7	3.9	0.4	97.6	2.4	0.0
Wisconsin	89.0	4.9	6.0	90.8	3.9	5.3
Wyoming	75.0	24.5	0.5	77.2	x	x

x Percentage cannot be calculated because data were suppressed to limit disclosure.

<sup>a</sup>Home refers to the principal residence of the eligible infant's or toddler's family or caregivers.

<sup>b</sup>Community-based setting refers to settings in which children without disabilities are usually found. Community-based settings include, but are not limited to, child care centers (including family day care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants, and community centers (e.g., YMCA, Boys and Girls Clubs).

<sup>c</sup>Other setting refers to settings other than home or community-based setting in which early intervention services are provided. These include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities.

NOTE: Percentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by the state who were reported in the primary service setting in the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by the state in the year, then multiplying the result by 100. Percentage for "All states" was calculated by dividing the number of infants and toddlers birth through age 2 served under IDEA, Part C, by all states who were reported in the primary service setting in the year by the total number of infants and toddlers birth through age 2 served under IDEA, Part C, by all states in the year, then multiplying the result by 100. Percentage for "All states" includes suppressed data. The sum of row percentages for a year may not total 100 because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Program Settings Where Early Intervention Services Are Provided to Children with Disabilities and Their Families in Accordance with Part C," 2007 and 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, the percentages of infants and toddlers birth through age 2 served under IDEA, Part C, primarily in a home, a community-based setting, and some other setting for "All states" were 86.1 percent, 5.7 percent, and 8.1 percent, respectively. In 2007, the figures were very comparable with 85.5 percent, 5.5 percent, and 9 percent of the children being served primarily in a home, a community-based setting, and some other setting, respectively.

- *Home* was the primary service setting for 90 percent or more of infants and toddlers served under *IDEA*, Part C, in 24 states in 2008 and 22 states in 2007. Moreover, more than 50 percent of infants and toddlers in every state except Arkansas and the District of Columbia were served in a *home* in both years. In Arkansas, *other setting* was the primary service setting for more than 50 percent of infants and toddlers in 2008 (58.4 percent) and 2007 (54.2 percent). In the District of Columbia, *home* and *community-based setting* accounted for larger percentages of the infants and toddlers than did the category representing *other setting* in both years. Specifically, in 2008 *home* and *community-based setting* accounted for 38.5 percent and 43.4 percent of the infants and toddlers, respectively, while *other setting* accounted for 18.1 percent. In 2007, *home* and *community-based setting* accounted for 45.4 percent and 43.5 percent, respectively, while *other setting* accounted for 11.1 percent.

## Part C Exiting

*How did the states compare with regard to the percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, programs, by exiting status in 2007–08?*

**Exhibit 48. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2007–08**

State	Part B eligible <sup>a</sup>	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined <sup>b</sup>	Completion of IFSP <sup>c</sup> prior to reaching age 3	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
All states	41.5	7.3	3.0	11.2	14.5	0.5	4.0	10.3	7.8
Alabama	41.3	4.2	3.9	10.3	15.4	1.1	4.4	9.4	10.1
Alaska	44.9	x	3.9	5.5	10.0	x	9.4	11.5	10.5
Arizona	29.6	2.3	2.0	43.6	9.1	0.5	3.8	4.7	4.5
Arkansas	54.9	4.1	4.4	8.4	7.8	0.0	2.4	15.4	2.6
California	42.7	20.3	0.0	12.9	8.6	0.6	2.1	9.0	3.9
Colorado	56.3	4.9	4.8	5.8	9.6	0.4	6.0	8.2	4.0
Connecticut	46.5	6.6	4.5	6.8	13.3	0.3	4.6	10.4	7.1
Delaware	51.2	6.0	4.2	4.0	18.1	x	7.0	7.5	x
District of Columbia	6.7	x	x	69.2	4.7	x	7.3	3.8	7.0
Florida	47.9	3.1	2.0	12.5	12.0	0.6	2.2	8.5	11.2
Georgia	38.0	2.3	3.1	12.7	12.7	0.7	5.2	12.7	12.5
Hawaii	16.5	5.3	1.3	12.8	14.5	0.4	7.1	30.9	11.1
Idaho	40.1	7.9	4.1	3.5	25.5	1.1	6.0	6.2	5.6
Illinois	42.3	5.3	0.4	13.2	19.1	0.4	3.0	8.5	7.8
Indiana	29.8	15.2	9.7	4.3	23.2	x	4.2	13.2	x
Iowa	39.6	12.8	5.3	x	14.0	x	6.4	15.5	5.4
Kansas	47.8	2.1	2.1	1.2	27.3	0.6	5.5	8.2	5.2
Kentucky	49.2	1.3	3.2	11.4	15.2	0.4	5.1	8.2	5.9
Louisiana	46.7	4.7	3.2	6.4	6.4	0.8	5.5	14.5	11.8

See notes at end of exhibit.

**Exhibit 48. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2007–08—Continued**

State	Part B eligible <sup>a</sup>	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined <sup>b</sup>	Completion of IFSP <sup>c</sup> prior to reaching age 3	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Maine	78.3	0.0	0.3	0.7	11.0	0.3	2.8	5.1	1.5
Maryland	43.4	3.6	0.9	6.8	21.5	0.6	4.9	9.0	9.4
Massachusetts	39.3	7.1	1.5	0.6	23.2	0.2	3.4	8.9	15.7
Michigan	36.8	6.9	7.0	9.9	8.1	0.4	8.9	9.6	12.5
Minnesota	72.5	1.8	x	x	14.1	0.7	3.5	5.1	1.6
Mississippi	35.0	10.9	14.1	7.7	10.5	1.5	5.6	9.8	5.0
Missouri	60.5	3.5	2.9	8.8	4.6	1.4	5.8	7.6	4.9
Montana	24.6	6.9	2.2	5.0	28.7	0.7	6.5	12.4	13.1
Nebraska	80.1	0.0	1.6	0.0	8.7	2.1	3.1	3.7	0.7
Nevada	42.5	2.0	2.1	15.8	2.7	1.0	9.9	9.5	14.4
New Hampshire	35.9	4.8	3.5	5.8	25.7	0.5	5.4	8.4	10.1
New Jersey	29.0	4.2	14.3	19.3	15.5	0.2	3.3	10.6	3.6
New Mexico	31.2	6.0	0.0	1.9	10.2	0.3	10.7	18.9	20.8
New York	55.9	3.7	3.3	11.0	14.7	0.2	2.5	5.5	3.3
North Carolina	40.2	5.8	4.0	14.6	6.0	0.9	5.2	15.6	7.7
North Dakota	41.9	11.2	x	5.6	0.0	x	8.0	25.3	5.3
Ohio	36.3	9.0	6.2	4.0	6.3	1.0	4.4	16.9	15.7
Oklahoma	32.8	6.6	1.1	6.3	10.9	1.0	6.4	17.3	17.6
Oregon	66.5	0.0	2.7	0.7	8.9	0.7	5.9	9.0	5.5
Pennsylvania	42.6	2.1	2.8	7.4	24.9	0.3	2.8	10.8	6.3
Puerto Rico	32.7	0.4	x	29.1	22.7	x	4.6	3.5	6.7
Rhode Island	39.5	6.3	1.6	5.2	18.5	0.3	5.3	9.6	13.8
South Carolina	28.0	3.7	3.8	23.1	14.9	0.9	4.6	10.8	10.2
South Dakota	53.2	16.2	x	2.7	3.9	x	6.2	9.2	6.0
Tennessee	32.7	2.8	2.3	23.0	13.2	0.7	4.4	12.9	8.0

See notes at end of exhibit.



**Exhibit 48. Percentage of infants and toddlers birth through age 2 exiting or continuing in IDEA, Part C, by exiting status and state: 2007–08—Continued**

State	Part B eligible <sup>a</sup>	Not eligible for Part B, exit with referrals to other programs	Not eligible for Part B, exit with no referrals	Part B eligibility not determined <sup>b</sup>	Completion of IFSP <sup>c</sup> prior to reaching age 3	Deceased	Moved out of state	Withdrawal by parent (or guardian)	Attempts to contact unsuccessful
Texas	27.2	7.0	1.8	18.4	11.7	0.5	3.9	16.6	12.9
Utah	45.0	1.8	8.8	5.2	14.7	0.7	5.5	13.6	4.8
Vermont	68.8	1.6	1.9	x	13.2	x	6.0	5.1	2.3
Virginia	33.7	5.5	7.6	7.4	25.1	0.6	6.1	8.7	5.3
Washington	50.1	7.2	6.7	7.1	12.9	0.5	5.5	4.7	5.4
West Virginia	27.4	7.8	2.1	14.1	20.3	0.3	5.6	12.3	10.1
Wisconsin	42.1	4.7	2.7	7.7	24.3	0.5	2.7	8.2	6.9
Wyoming	45.6	5.7	5.9	x	15.4	x	12.3	5.0	9.2

x Percentage cannot be calculated because data were suppressed to limit disclosure.

<sup>a</sup>“Part B eligible” comprises children from two exiting categories—children served under *IDEA*, Part C, who reached age 3 and exited Part C and children served under *IDEA*, Part C, who reached age 3 and continued in Part C. Although some children were reported in the *Part B eligible, continuing in Part C* category, no state was expected to use this category because *IDEA*, Part C, funds were not available until 2009–10 for this purpose to any state, including those with a policy [authorized under *IDEA*, section 635(c)] to continue to provide Part C services for children older than age 3.

<sup>b</sup>The *Part B eligibility not determined* category comprises children who were referred for Part B evaluation at the time they were eligible to exit Part C, but for whom the Part B eligibility determination had not yet been made or reported, and children for whom parents did not consent to transition planning.

<sup>c</sup>IFSP refers to an individualized family service plan.

NOTE: The U.S. Department of Education collects Part C data on 10 categories of exiting: five categories that speak to Part B eligibility (i.e., *Part B eligible, exiting Part C*; *Part B eligible, continuing in Part C*; *not eligible for Part B, exit with referrals to other programs*; *not eligible for Part B, exit with no referrals*; and *Part B eligibility not determined*) and five categories that do not speak to Part B eligibility (i.e., *completion of IFSP prior to reaching age 3*, *deceased*, *moved out of state*, *withdrawal by parent [or guardian]*, and *attempts to contact unsuccessful*). The 10 categories are mutually exclusive. Percentage for each state was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, reported in the exiting category by the state by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, reported in all the exiting categories by the state, then multiplying the result by 100. Percentage for “All states” was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, reported in the exiting category by all states with available data by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, reported in all the exiting categories by all states with available data, then multiplying the result by 100. Percentage for “All states” includes suppressed data. The sum of row percentages may not total 100 because of rounding. Data are from a cumulative 12-month reporting period, which may have varied from state to state.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Infants and Toddlers Exiting Part C,” 2007–08. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2007–08, “Part B eligible” accounted for the largest percentage of infants and toddlers birth through age 2 exiting Part C or reaching age 3 and continuing in Part C for “All states” (41.5 percent). In 12 states, “Part B eligible” accounted for a majority of infants and toddlers birth through age 2 exiting Part C or reaching age 3 and continuing in Part C. In the following six states, the percentage exceeded 60 percent: Nebraska (80.1 percent), Maine (78.3 percent), Minnesota (72.5 percent), Vermont (68.8 percent), Oregon (66.5 percent), and Missouri (60.5 percent).
- *Completion of IFSP prior to reaching age 3* was the second most prevalent exiting status for “All states,” but it accounted for a much smaller percentage of all infants and toddlers birth through age 2 exiting Part C or reaching age 3 and continuing in Part C (14.5 percent). This category did account for the largest percentage of exiting statuses in Montana (28.7 percent).
- *Part B eligibility not determined* accounted for 11.2 percent of the infants and toddlers birth through age 2 exiting Part C or reaching age 3 and continuing in Part C in “All states” and was the most prevalent exiting status in Arizona and the District of Columbia, accounting for 43.6 percent and 69.2 percent, respectively, of infants and toddlers birth through age 2 exiting Part C or reaching age 3 and continuing in Part C.
- *Withdrawal by parent* accounted for 10.3 percent of the exiting statuses in “All states” and was the most prevalent category in Hawaii, accounting for 30.9 percent of infants and toddlers birth through age 2 exiting Part C or reaching age 3 and continuing in Part C.

## Part C Dispute Resolution

Unlike the other Part C data collections, which are associated with a specific group of Part C participants defined by the participants' ages, the Part C dispute resolution data collection is associated with all infants and toddlers served under *IDEA*, Part C. These infants and toddlers may include individuals who are 3 years or older and eligible under Part B but whose parents elect for them to continue receiving Part C services, as states have the authority to define "infants and toddlers" as individuals under 3 years of age and as individuals 3 years of age and older [see *IDEA*, section 632(5)(B)] and serve them under Part C [see *IDEA*, section 635(c)] until the children are eligible to enter kindergarten. The Part C legal disputes and resolution data represent all complaints associated with any participant in Part C during the 12 months during which the data were collected. Nevertheless, since infants and toddlers birth through age 2 served under *IDEA*, Part C, account for nearly all of the participants in Part C in all states, the count for infants and toddlers birth through age 2 served as of the state-designated date for the year was deemed a meaningful basis for creating a ratio by which to compare the volume of Part C disputes that occurred in the individual states during the year. For an overview of the Part C dispute resolution process, see the Section I discussion of these same data at the national level.

*How did the states compare with regard to the following ratios in 2007–08:*

1. *the number of written, signed complaints for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served;*
2. *the number of hearing requests for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served; and*
3. *the number of mediation requests for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served?*

**Exhibit 49. Numbers of written, signed complaints; hearing requests; and mediation requests for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served, by state: 2007–08**

State	Written, signed complaints <sup>a</sup>	Hearing requests <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 1,000 infants and toddlers		
All states	0.6	0.3	0.4
Alabama	0.0	0.0	0.0
Alaska	0.0	0.0	0.0
Arizona	0.0	0.0	0.0
Arkansas	4.9	0.0	0.0
California	0.5	2.0	1.0
Colorado	0.0	0.0	0.0
Connecticut	0.7	0.0	0.0

See notes at end of exhibit.

**Exhibit 49. Numbers of *written, signed complaints*; *hearing requests*; and *mediation requests* for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served, by state: 2007–08—Continued**

State	Written, signed complaints <sup>a</sup>	Hearing requests <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 1,000 infants and toddlers		
Delaware	0.0	0.0	0.0
District of Columbia	0.0	0.0	0.0
Florida	0.3	0.3	0.2
Georgia	0.4	0.2	0.4
Hawaii	0.0	0.0	0.0
Idaho	0.5	0.0	0.0
Illinois	0.4	0.0	0.1
Indiana	0.4	0.0	0.0
Iowa	0.0	0.0	0.0
Kansas	0.0	0.0	0.0
Kentucky	6.1	0.0	0.2
Louisiana	4.1	0.0	0.0
Maine	3.0	1.0	4.0
Maryland	x	0.0	0.0
Massachusetts	0.1	0.1	0.1
Michigan	0.0	0.0	0.0
Minnesota	0.0	0.0	0.0
Mississippi	1.6	0.0	0.0
Missouri	2.0	0.6	0.0
Montana	0.0	0.0	0.0
Nebraska	0.0	0.0	0.0
Nevada	5.5	0.5	0.5
New Hampshire	0.6	0.0	1.2
New Jersey	0.4	0.6	1.2
New Mexico	0.0	0.0	0.0
New York	0.9	0.4	2.0
North Carolina	0.2	0.0	0.2
North Dakota	0.0	0.0	0.0
Ohio	0.4	0.0	0.2
Oklahoma	1.0	0.0	0.0
Oregon	0.0	0.0	0.0
Pennsylvania	0.0	0.4	0.4
Puerto Rico	2.1	0.0	0.0
Rhode Island	0.0	0.0	0.0
South Carolina	1.6	0.0	0.0
South Dakota	0.0	0.0	0.0
Tennessee	2.0	0.0	0.4
Texas	#	0.0	0.0
Utah	0.3	0.0	0.0

See notes at end of exhibit.

**Exhibit 49. Numbers of *written, signed complaints*; *hearing requests*; and *mediation requests* for infants and toddlers served under IDEA, Part C, per 1,000 infants and toddlers birth through age 2 served, by state: 2007–08—Continued**

State	Written, signed complaints <sup>a</sup>	Hearing requests <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 1,000 infants and toddlers		
Vermont	0.0	0.0	0.0
Virginia	0.2	0.0	0.0
Washington	0.4	0.0	0.0
West Virginia	2.0	0.0	0.0
Wisconsin	0.0	0.0	0.0
Wyoming	0.0	0.0	0.0

x Ratio cannot be calculated because data were suppressed to limit disclosure.

# Ratio was non-zero, but smaller than 5 per 100,000.

<sup>a</sup>A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state lead agency by an individual or organization that alleges a violation of a requirement of Part C of *IDEA*. The total number of *written, signed complaints* in 2007–08 was 195.

<sup>b</sup>A *hearing request* is a filing by any party to initiate a due process hearing on matters related to the identification, evaluation, or early intervention setting of a child with a disability, or to the provision of early intervention services to such child. The total number of *hearing requests* in 2007–08 was 111.

<sup>c</sup>A *mediation request* is a request by a party to a dispute involving any matter under Part C of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2007–08 was 136.

NOTE: Ratio for each state was calculated by dividing the number of *written, signed complaints*; *hearing requests*; or *mediation requests* reported by the state by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the state, then multiplying the result by 1,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *written, signed complaints*; *hearing requests*; or *mediation requests* reported by all states by the total number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by all states, then multiplying the result by 1,000. The numerator is based on data from the reporting period between July 1, 2007, and June 30, 2008, whereas the denominator is based on point-in-time data from fall 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0678: “Report of Dispute Resolution Under Part C of the *Individuals with Disabilities Education Act*,” 2007–08. Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance with Part C,” 2007. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2007–08, there were 0.6 *written, signed complaints* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, for “All states.” However, the ratios were zero in 22 states and ranged from 0.04 to 6.1 per 1,000 infants and toddlers in the other states.
- In 2007–08, there were 0.3 *hearing requests* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, for “All states.” However, the ratios were zero in 42 states and ranged from 0.1 to 2 per 1,000 infants and toddlers in the other states.
- In 2007–08, there were 0.4 *mediation requests* per 1,000 infants and toddlers birth through age 2 served under *IDEA*, Part C, for “All states.” However, the ratios were zero in 37 states and ranged from 0.1 to 4 per 1,000 infants and toddlers in the other states.

## Children Ages 3 Through 5 Served Under *IDEA*, Part B

### Part B Child Count

*How did the states compare with regard to the percentage of the resident population of children ages 3 through 5 served under IDEA, Part B, in 2008, and how did the percentages change between 2004 and 2008?*

**Exhibit 50. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2004 and fall 2008**

State	2004	2008
All states	5.9	5.7
Alabama	4.6	3.9
Alaska	7.0	6.6
Arizona	5.3	4.7
Arkansas	10.5	10.5
California	4.2	4.5
Colorado	5.4	5.4
Connecticut	6.0	6.2
Delaware	6.2	6.4
District of Columbia	3.1	2.7
Florida	5.7	5.1
Georgia	5.3	3.7
Hawaii	5.0	5.0
Idaho	6.2	5.6
Illinois	6.6	7.0
Indiana	7.4	7.2
Iowa	5.4	5.1
Kansas	8.0	8.4
Kentucky	12.8	11.8
Louisiana	6.2	5.3
Maine	11.1	8.6
Maryland	5.6	5.5
Massachusetts	6.4	7.2
Michigan	6.0	6.5
Minnesota	6.4	6.9
Mississippi	6.7	7.1
Missouri	6.7	6.6
Montana	5.6	5.6
Nebraska	6.6	5.9
Nevada	5.2	5.3
New Hampshire	5.9	6.3
New Jersey	5.7	4.6
New Mexico	7.8	7.5

See notes at end of exhibit.

**Exhibit 50. Percentage of the population ages 3 through 5 served under IDEA, Part B, by year and state: Fall 2004 and fall 2008—Continued**

State	2004	2008
New York	8.5	8.7
North Carolina	5.8	4.9
North Dakota	6.9	6.8
Ohio	4.7	5.3
Oklahoma	5.6	4.9
Oregon	5.8	6.4
Pennsylvania	5.8	6.7
Puerto Rico	4.9	5.5
Rhode Island	7.7	8.1
South Carolina	7.0	6.1
South Dakota	8.8	8.2
Tennessee	5.0	5.1
Texas	4.0	3.2
Utah	5.4	5.5
Vermont	7.5	—
Virginia	5.8	5.6
Washington	5.4	5.6
West Virginia	9.2	9.3
Wisconsin	7.6	7.1
Wyoming	12.3	14.3

— Percentage cannot be calculated because data were not available.

NOTE: Percentage for each state was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by the state in the year by the estimated U.S. resident population ages 3 through 5 in the state for that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by all states in the year by the estimated U.S. resident population ages 3 through 5 in all states for that year, then multiplying the result by 100. Percentage for “All states” includes data for children served by BIE schools.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children With Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. “State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT,” 2004 and 2008. Children served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed July 2010. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, the percentage of the resident population of children ages 3 through 5 served under *IDEA*, Part B, for “All states” was 5.7 percent. The percentages served in the individual states ranged from 2.7 percent to 14.3 percent. The following four states served 9 percent or more of the population: Wyoming (14.3 percent), Kentucky (11.8 percent), Arkansas (10.5 percent), and West Virginia (9.3 percent). The following four states, served less than 4 percent of the population: Alabama (3.9 percent), Georgia (3.7 percent), Texas (3.2 percent), and the District of Columbia (2.7 percent).
- In 2004, the percentage of the resident population of children ages 3 through 5 in “All states” served under *IDEA*, Part B, was 5.9 percent. The percentages served in the individual states ranged from 3.1 percent to 12.8 percent.

- In 22 of the states, the percentage of the resident population of children ages 3 through 5 served under Part B increased between 2004 and 2008. Moreover, the percentage served in 2004 in 13 of the states in which an increase was observed was larger than the corresponding percentage served in “All states” (5.87 percent). In one of those states, Wyoming, the percentage in 2004 was 12.3 percent, more than twice as large as the corresponding percentage in “All states.”



## Part B Educational Environments

*How did the states compare with regard to the distribution of children ages 3 through 5 served under IDEA, Part B, by educational environment in 2008?*

**Exhibit 51. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2008**

State	In regular early childhood program <sup>a</sup>			Separate class <sup>c</sup>	Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Home <sup>d</sup>	Service provider location <sup>e</sup>
	At least 80% <sup>b</sup> of the time	40% to 79% <sup>b</sup> of the time	Less than 40% <sup>b</sup> of the time					
All states	48.3	5.8	10.0	22.5	2.8	#	2.2	8.2
Alabama	79.0	2.8	3.5	3.9	1.0	0.2	3.1	6.5
Alaska	32.7	6.3	5.9	49.5	0.7	x	x	4.4
Arizona	40.3	7.0	16.8	32.6	1.6	0.0	0.2	1.5
Arkansas	69.3	2.1	4.5	6.0	14.2	0.1	0.4	3.4
BIE schools	92.1	0.0	x	5.8	x	0.0	0.0	0.0
California	37.6	1.6	14.8	28.6	4.8	0.1	3.3	9.2
Colorado	80.8	4.9	2.6	5.7	1.9	x	x	3.8
Connecticut	67.6	6.9	3.2	16.0	0.9	0.2	0.4	4.9
Delaware	51.9	8.3	3.4	26.2	7.0	—	1.8	1.4
District of Columbia	44.0	13.8	18.2	18.6	x	0.0	x	0.0
Florida	32.0	2.2	17.9	38.6	3.7	#	0.9	4.7
Georgia	54.1	13.7	10.4	18.1	0.4	0.1	1.8	1.6
Hawaii	13.8	15.2	32.9	36.1	x	x	0.5	1.0
Idaho	38.0	7.7	4.1	37.0	6.3	x	x	6.4
Illinois	49.2	5.9	9.8	21.8	4.2	#	0.3	8.7
Indiana	48.6	4.1	3.4	28.7	2.4	0.1	0.3	12.4
Iowa	64.0	10.2	3.5	15.2	x	x	1.2	5.0
Kansas	51.7	8.4	4.4	33.6	0.2	0.0	1.4	0.3
Kentucky	81.4	1.9	1.3	12.1	0.7	x	x	2.2
Louisiana	64.1	3.9	11.1	8.2	0.1	0.1	3.7	8.7
Maine	58.5	10.4	4.6	12.9	6.6	x	x	5.6
Maryland	53.1	5.9	6.8	19.0	3.0	x	x	11.2
Massachusetts	67.1	9.1	4.5	12.1	1.4	x	x	5.7
Michigan	35.6	2.5	5.8	41.6	1.4	0.0	1.9	11.1
Minnesota	50.9	16.4	6.9	19.7	x	x	2.3	2.7
Mississippi	72.6	2.2	7.8	6.8	2.9	0.1	3.0	4.5
Missouri	55.0	11.7	5.5	18.5	1.7	x	x	6.7
Montana	46.9	7.4	7.5	21.5	3.4	0.0	0.4	12.9
Nebraska	53.9	3.7	7.4	23.2	1.9	0.2	7.7	2.0
Nevada	32.1	3.5	5.7	51.2	1.3	0.0	0.8	5.3
New Hampshire	33.2	18.7	13.6	34.3	x	x	x	x
New Jersey	31.9	7.6	25.1	28.0	6.7	#	0.4	0.2
New Mexico	59.6	11.7	13.8	7.0	2.1	x	x	5.6
New York	51.4	5.3	12.8	15.8	5.4	x	8.1	x

See notes at end of exhibit.

**Exhibit 51. Percentage of children ages 3 through 5 served under IDEA, Part B, by educational environment and state: Fall 2008—Continued**

State	In regular early childhood program <sup>a</sup>			Separate class <sup>c</sup>	Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Home <sup>d</sup>	Service provider location <sup>e</sup>
	At least 80% <sup>b</sup> of the time	40% to 79% <sup>b</sup> of the time	Less than 40% <sup>b</sup> of the time					
North Carolina	66.6	1.3	3.4	15.5	3.0	0.2	2.2	7.9
North Dakota	52.1	8.3	x	27.7	2.8	x	x	6.0
Ohio	38.7	8.4	3.1	42.7	3.6	#	2.0	1.4
Oklahoma	66.1	4.1	8.0	12.7	0.4	0.4	0.8	7.4
Oregon	57.7	7.1	6.9	24.9	x	x	1.7	1.3
Pennsylvania	56.7	6.3	2.2	16.2	1.6	#	4.9	12.0
Puerto Rico	1.5	8.7	74.4	2.9	x	x	9.5	2.3
Rhode Island	44.3	12.0	2.8	20.0	3.4	x	x	16.7
South Carolina	58.6	4.7	13.1	11.9	0.9	0.2	1.1	9.6
South Dakota	64.0	12.8	4.7	12.6	1.0	0.2	1.1	3.5
Tennessee	60.8	8.9	10.6	13.7	0.3	#	0.8	4.8
Texas	15.7	6.4	9.9	19.5	0.1	#	0.6	47.8
Utah	36.0	2.5	8.7	40.5	1.8	x	x	10.2
Vermont	—	—	—	—	—	—	—	—
Virginia	45.7	7.6	14.3	22.7	0.2	0.1	2.7	6.7
Washington	37.2	5.5	12.3	28.6	6.6	0.0	0.4	9.4
West Virginia	73.3	3.6	7.5	8.1	x	x	1.3	6.0
Wisconsin	47.2	7.8	5.0	31.6	0.6	0.0	1.4	6.4
Wyoming	70.5	10.1	0.0	11.3	5.1	0.0	3.0	0.0

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

# Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

<sup>a</sup>Regular early childhood program includes at least 50 percent children without disabilities. Regular early childhood programs include, but are not limited to, Head Start, kindergarten, reverse mainstream classrooms, private preschools, preschool classes offered to an eligible prekindergarten population by the public school system, and group child care.

<sup>b</sup>Percentage of time spent in the regular early childhood program is defined as the number of hours a child spends per week in the regular early childhood program, divided by the total number of hours the child spends per week in the regular early childhood program plus any hours the child spends per week receiving special education and related services outside of the regular early childhood program, multiplied by 100.

<sup>c</sup>*Separate class, separate school, and residential facility* are categories of special education programs that include less than 50 percent children without disabilities, including special education programs in regular school buildings, trailers or portables outside regular school buildings, child care facilities, hospital facilities on an outpatient basis, or other community-based settings.

<sup>d</sup>*Home* refers to a situation in which a child receives special education and related services in the principal residence of the child's family or caregivers and does not attend a regular early childhood program or special education program in a *separate class, separate school, or residential facility*.

<sup>e</sup>*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider and does not attend a regular early childhood program or special education program in a *separate class, separate school, or residential facility*. This does not include children who receive special education and related services in the *home*. An example is a situation in which a child receives only speech instruction and it is provided in a clinician's office.

NOTE: Percentage for each state was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by the state who were reported in the educational environment by the total number of children ages 3 through 5 served under *IDEA*, Part B, by the state, then multiplying the result by 100. Percentage for "All states" was calculated for all states with available data by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by all states who were reported in the educational environment by the total number of children ages 3 through 5 served under *IDEA*, Part B, by all states, then multiplying the result by 100. Percentage for "All states" includes suppressed data.

- In 2008, *in the regular early childhood program at least 80% of the time* was the most prevalent of the categories used to represent educational environments for children ages 3 through 5 served under *IDEA*, Part B. The percentage for the 52 states (“All states”) for which data were available was 48.3 percent. Moreover, this category accounted for the largest percentage of children in 42 states. In 30 of these states, this category accounted for a majority of the children, and in the following three states, this category accounted for more than 80 percent of such children: BIE schools (92.1 percent), Kentucky (81.4 percent), and Colorado (80.8 percent).
- Several states reflected somewhat distinctive distributions. In the following eight states, the largest percentage of such children was associated with the category of a *separate class*: Nevada (51.2 percent), Alaska (49.5 percent), Ohio (42.7 percent), Michigan (41.6 percent), Utah (40.5 percent), Florida (38.6 percent), Hawaii (36.1 percent), and New Hampshire (34.3 percent). The category of a *service provider location* accounted for the largest percentage of such children in Texas (47.8 percent), and the category of *the regular early childhood program for less than 40% of the time* accounted for the largest percentage of children in Puerto Rico (74.4 percent).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

*How did the states compare with regard to the distribution of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment in 2008?*

**Exhibit 52. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2008**

State	In regular early childhood program <sup>a</sup>			Separate class <sup>c</sup>	Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Home <sup>d</sup>	Service provider location <sup>e</sup>
	At least 80% <sup>b</sup> of the time	40% to 79% <sup>b</sup> of the time	Less than 40% <sup>b</sup> of the time					
All states	45.8	3.7	13.0	20.6	3.2	#	2.0	11.8
Alabama	80.8	x	x	x	0.0	0.0	0.0	x
Alaska	75.0	x	x	x	0.0	x	x	0.0
Arizona	85.0	x	9.1	x	0.0	0.0	x	0.0
Arkansas	58.0	2.5	9.4	3.5	24.6	x	x	x
BIE schools	87.2	0.0	x	x	x	0.0	0.0	0.0
California	42.0	x	14.2	26.3	4.9	x	3.7	7.6
Colorado	81.6	5.8	4.9	5.9	x	x	x	1.0
Connecticut	78.7	7.7	x	11.1	x	0.0	0.0	0.0
Delaware	81.3	x	x	14.1	0.0	—	0.0	0.0
District of Columbia	76.4	9.1	x	x	x	0.0	x	0.0
Florida	31.9	2.8	20.6	39.6	2.6	0.0	0.3	2.3
Georgia	71.9	14.5	8.5	x	x	x	0.0	0.0
Hawaii	13.3	12.2	32.2	38.9	x	x	0.0	x
Idaho	25.7	8.3	7.3	41.7	12.6	x	x	x
Illinois	59.9	4.6	16.4	11.3	6.5	x	x	x
Indiana	39.2	4.3	3.5	39.5	3.0	0.0	0.0	10.5
Iowa	75.4	x	0.0	14.5	x	x	0.0	x
Kansas	57.1	15.7	4.7	22.4	0.0	0.0	0.0	0.0
Kentucky	89.4	x	x	x	0.0	x	x	x
Louisiana	75.0	x	x	x	0.0	0.0	0.0	x
Maine	85.7	0.0	x	0.0	x	x	x	0.0
Maryland	46.6	4.4	7.2	32.8	2.2	x	x	5.7
Massachusetts	73.6	7.5	3.5	11.6	x	x	x	3.3
Michigan	51.6	x	18.2	16.7	x	0.0	x	7.3
Minnesota	48.0	11.2	5.8	25.9	x	x	3.6	3.0
Mississippi	80.0	x	x	x	0.0	0.0	0.0	0.0
Missouri	66.6	9.5	6.6	8.2	3.8	x	x	5.0
Montana	73.7	x	12.3	x	0.0	0.0	x	0.0
Nebraska	71.4	8.0	12.5	2.7	0.0	0.0	5.4	0.0
Nevada	50.6	4.6	6.3	35.7	x	0.0	x	x
New Hampshire	x	x	x	x	x	x	x	x
New Jersey	48.7	17.1	x	17.1	x	x	0.0	0.0
New Mexico	77.4	7.5	14.9	0.0	0.0	x	x	x
New York	62.9	3.4	33.3	—	0.3	0.0	0.0	—
North Carolina	62.6	0.8	3.7	18.0	3.6	0.0	3.2	8.1
North Dakota	x	x	x	62.5	0.0	x	x	0.0

See notes at end of exhibit.

**Exhibit 52. Percentage of children ages 3 through 5 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2008—Continued**

State	In regular early childhood program <sup>a</sup>			Separate class <sup>c</sup>	Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Home <sup>d</sup>	Service provider location <sup>e</sup>
	At least 80% <sup>b</sup> of the time	40% to 79% <sup>b</sup> of the time	Less than 40% <sup>b</sup> of the time					
Ohio	64.8	x	0.0	25.3	x	x	0.0	0.0
Oklahoma	61.8	x	13.2	14.7	0.0	0.0	x	7.4
Oregon	54.3	7.0	6.1	30.1	x	x	1.3	1.0
Pennsylvania	47.6	7.9	0.8	22.5	1.9	0.0	10.2	9.2
Puerto Rico <sup>f</sup>	x	x	x	x	x	x	x	x
Rhode Island	53.3	20.0	x	6.7	0.0	x	x	13.3
South Carolina	52.4	2.6	11.3	10.5	1.7	0.4	1.8	19.3
South Dakota	x	0.0	x	0.0	0.0	x	0.0	0.0
Tennessee	51.0	x	19.6	19.6	x	0.0	0.0	x
Texas	16.4	4.9	6.8	5.7	0.0	0.0	0.2	66.0
Utah	68.5	x	9.6	18.3	0.0	x	x	0.0
Vermont	—	—	—	—	—	—	—	—
Virginia	44.3	12.3	33.3	7.3	0.0	0.0	0.0	2.7
Washington	59.0	7.2	8.7	19.7	1.9	0.0	0.0	3.5
West Virginia	70.0	x	x	0.0	x	x	x	0.0
Wisconsin	52.8	4.6	3.6	33.2	x	0.0	x	4.4
Wyoming	71.4	11.0	0.0	12.1	0.0	0.0	5.5	0.0

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

# Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

<sup>a</sup>Regular early childhood program includes at least 50 percent children without disabilities. Regular early childhood programs include, but are not limited to, Head Start, kindergarten, reverse mainstream classrooms, private preschools, preschool classes offered to an eligible prekindergarten population by the public school system, and group child care.

<sup>b</sup>Percentage of time spent in the regular early childhood program is defined as the number of hours a child spends per week in the regular early childhood program, divided by the total number of hours the child spends per week in the regular early childhood program plus any hours the child spends per week receiving special education and related services outside of the regular early childhood program, multiplied by 100.

<sup>c</sup>*Separate class, separate school, and residential facility* are categories of special education programs that include less than 50 percent children without disabilities, including special education programs in regular school buildings, trailers or portables outside regular school buildings, child care facilities, hospital facilities on an outpatient basis, or other community-based settings.

<sup>d</sup>*Home* refers to a situation in which a child receives special education and related services in the principal residence of the child's family or caregivers and does not attend a regular early childhood program or special education program in a *separate class, separate school, or residential facility*.

<sup>e</sup>*Service provider location* refers to a situation in which a child receives all special education and related services from a service provider and does not attend a regular early childhood program or special education program in a *separate class, separate school, or residential facility*. This does not include children who receive special education and related services in the *home*. An example is a situation in which a child receives only speech instruction and it is provided in a clinician's office.

<sup>f</sup>Limited Spanish proficiency is the analogous measure for PR.

NOTE: Percentage for each state was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by the state who were limited English proficient and reported in the educational environment by the total number of children ages 3 through 5 served under *IDEA*, Part B, by the state who were limited English proficient, then multiplying the result by 100. Percentage for "All states" was calculated for all states with available data by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by all states who were limited English proficient and reported in the educational environment by the total number of children ages 3 through 5 served under *IDEA*, Part B, by all states who were limited English proficient, then multiplying the result by 100. Percentage for "All states" includes suppressed data.

- In 2008, *in the regular early childhood program at least 80% of the time* was the most prevalent of the categories used to represent educational environments for children ages 3 through 5 served under *IDEA*, Part B, who were limited English proficient. The percentage for the 52 states (“All states”) with available data was 45.8 percent.
- The category *in the regular early childhood program at least 80% of the time* also accounted for the largest percentage of children in 43 states. In 37 of these states, a majority of the children served under *IDEA*, Part B, who were limited English proficient were in this category. In the following seven states, this category accounted for more than 80 percent of such children: Kentucky (89.4 percent), BIE schools (87.2 percent), Maine (85.7 percent), Arizona (85 percent), Colorado (81.6 percent), Delaware (81.3 percent), and Alabama (80.8 percent).
- Several states had somewhat distinctive distributions. The largest percentage of such children was associated with the category of a *separate class* in North Dakota (62.5 percent), Idaho (41.7 percent), Florida (39.6 percent), Indiana (39.5 percent), and Hawaii (38.9 percent). The category of *service provider location* accounted for the largest percentage of such children in Texas (66.0 percent).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

## Part B Personnel

*How did the states compare with regard to the following ratios in 2007:*

- 1. the number of all full-time equivalent (FTE) special education teachers employed to provide special education and related services for children ages 3 through 5 per 100 children served under IDEA, Part B;*
- 2. the number of FTE highly qualified special education teachers employed to provide special education and related services for children ages 3 through 5 per 100 children served under IDEA, Part B; and*
- 3. the number of FTE not highly qualified special education teachers employed to provide special education and related services for children ages 3 through 5 per 100 children served under IDEA, Part B?*

**Exhibit 53. Number of full-time equivalent (FTE) special education teachers employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B, by qualification status and state: Fall 2007**

State	All FTE special education teachers	FTE highly qualified <sup>a</sup> special education teachers	FTE not highly qualified special education teachers
	Per 100 children		
All states	5.0	4.6	0.5
Alabama	4.3	4.1	0.2
Alaska	3.6	3.4	0.3
Arizona	5.2	4.2	1.0
Arkansas	4.9	4.2	0.7
BIE schools	10.8	9.2	1.5
California	3.0	2.8	0.2
Colorado	2.9	2.3	0.5
Connecticut	5.2	5.2	0.0
Delaware	5.3	5.2	0.1
District of Columbia	3.2	3.0	0.2
Florida	4.5	0.1	4.4
Georgia	4.2	4.1	0.1
Hawaii	11.9	10.3	1.6
Idaho	3.1	2.7	0.4
Illinois	3.9	3.9	#
Indiana	3.1	3.1	#
Iowa	8.1	8.1	0.0
Kansas	4.8	4.8	0.0
Kentucky	2.1	2.0	#
Louisiana	7.0	5.9	1.1
Maine	5.6	5.6	0.0
Maryland	5.6	4.3	1.3

See notes at end of exhibit.

**Exhibit 53. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for children ages 3 through 5 per 100 children ages 3 through 5 served under IDEA, Part B, by qualification status and state:  
Fall 2007—Continued**

State	All FTE special education teachers	FTE highly qualified <sup>a</sup> special education teachers	FTE not highly qualified special education teachers
	Per 100 children		
Massachusetts	7.9	7.6	0.3
Michigan	3.1	3.1	#
Minnesota	5.6	5.3	0.2
Mississippi	1.6	1.4	0.2
Missouri	5.4	5.2	0.1
Montana	4.8	4.7	0.1
Nebraska	3.7	3.3	0.4
Nevada	6.9	5.5	1.4
New Hampshire	0.9	0.9	0.0
New Jersey	7.8	7.7	0.1
New Mexico	4.7	4.7	0.1
New York	7.2	6.6	0.5
North Carolina	4.2	4.0	0.3
North Dakota	5.6	5.4	0.3
Ohio	7.3	7.2	0.1
Oklahoma	18.9	18.8	0.1
Oregon	1.3	1.2	0.1
Pennsylvania	4.4	4.3	0.1
Puerto Rico	1.2	1.2	#
Rhode Island	4.3	4.3	#
South Carolina	5.8	5.6	0.1
South Dakota	1.4	1.1	0.3
Tennessee	4.0	3.6	0.4
Texas	7.9	7.7	0.2
Utah	2.8	2.5	0.2
Vermont	—	—	—
Virginia	4.6	4.5	#
Washington	4.3	4.2	0.1
West Virginia	4.7	3.6	1.0
Wisconsin	4.9	4.8	0.1
Wyoming	3.2	2.6	0.6

— Ratio cannot be calculated because data were not available.

# Ratio was non-zero, but smaller than 5 per 10,000.

<sup>a</sup>*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. section 1401(10). For highly qualified *special education teachers*, the term “highly qualified” has the same meaning given the term in section 9101 of the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*), except that such term also includes the requirements described in section 602(10)(B) of *IDEA*, and the option for teachers to meet the requirements of section 9101 of *ESEA*, by meeting the requirements of section 602(10)(C) or (D) of *IDEA* [20 U.S.C. section 1401(10)]. In states where teachers who work with children ages 3 through 5 were not included in the state’s definition of highly qualified, teachers were considered highly qualified if they were (1) personnel who held appropriate state certification or licensure for the position held or (2) personnel who held positions for which no state certification or licensure requirements existed.



- In 2007, there were 5 FTE *special education teachers* (highly qualified and not highly qualified) employed to provide special education and related services for children ages 3 through 5 per 100 children served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratio in Oklahoma, 18.9 FTE *special education teachers* per 100 children, was larger than the ratio in any state for which data were available. The ratio in New Hampshire, 0.9 FTE *special education teachers* per 100 children, was the smallest. The following states in addition to Oklahoma had a ratio of 8 or more FTE *special education teachers* per 100 children: Hawaii (11.9 FTEs per 100 children), BIE schools (10.8 FTEs per 100 children), and Iowa (8.1 FTEs per 100 children). The following four states in addition to New Hampshire had a ratio smaller than 2 FTE *special education teachers* per 100 children: Mississippi (1.6 FTEs per 100 children), South Dakota (1.4 FTEs per 100 children), Oregon (1.3 FTEs per 100 children), and Puerto Rico (1.2 FTEs per 100 children).
- In 2007, there were 4.6 FTE highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 per 100 children served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. A ratio of 8 or more FTE highly qualified *special education teachers* per 100 children was observed for four states. Those states were Oklahoma (18.8 FTEs per 100 children), Hawaii (10.3 FTEs per 100 children), BIE schools (9.2 FTEs per 100 children), and Iowa (8.1 FTEs per 100 children). Yet a ratio smaller than 2 FTE highly qualified *special education teachers* per 100 children was found in the following six states: Mississippi (1.4 FTEs per 100 children), Oregon (1.2 FTEs per 100 children), Puerto Rico (1.2 FTEs per 100 children), South Dakota (1.1 FTEs per 100 children), New Hampshire (0.9 FTE per 100 children), and Florida (0.1 FTE per 100 children).
- In 2007, there was 0.5 FTE not highly qualified *special education teacher* employed to provide special education and related services for children ages 3 through 5 per 100 children served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratio was smaller than 1 in all but the following seven states: Florida (4.4 FTEs per 100 children), Hawaii (1.6 FTEs per 100 children), BIE schools (1.5 FTEs per 100 children), Nevada (1.4 FTEs per 100 children), Maryland (1.3 FTEs per 100 children), Louisiana (1.1 FTEs per 100 children), and West Virginia (1.0 FTE per 100 children).

NOTE: Ratio for each state was calculated by dividing the number of all FTE *special education teachers*, FTE highly qualified *special education teachers*, or FTE not highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 by the state by the total number of children ages 3 through 5 served under *IDEA*, Part B, by the state, then multiplying the result by 100. Ratio for “All states” was calculated for all states with available data by dividing the number of all FTE *special education teachers*, FTE highly qualified *special education teachers*, or FTE not highly qualified *special education teachers* employed to provide special education and related services for children ages 3 through 5 by all states by the total number of children ages 3 through 5 served under *IDEA*, Part B, by all states, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children With Disabilities,” 2007. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2007. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

## Students Ages 6 Through 21 Served Under *IDEA*, Part B

### Part B Child Count

*How did the states compare with regard to the percentage of the resident population ages 6 through 21 served under IDEA, Part B, in 2008, and how did the percentages change between 2004 and 2008?*

### **Exhibit 54. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2004 and fall 2008**

State	2004	2008
All states	9.2	8.8
Alabama	8.5	7.5
Alaska	9.7	10.0
Arizona	8.2	7.8
Arkansas	9.4	8.6
California	7.3	7.2
Colorado	7.3	7.0
Connecticut	8.5	8.1
Delaware	9.2	9.1
District of Columbia	11.0	9.0
Florida	10.5	9.9
Georgia	8.6	7.5
Hawaii	7.8	7.1
Idaho	7.5	6.8
Illinois	9.9	9.8
Indiana	11.1	11.1
Iowa	10.1	9.4
Kansas	8.9	8.9
Kentucky	9.8	10.0
Louisiana	8.5	7.6
Maine	12.1	11.6
Maryland	8.1	7.5
Massachusetts	10.6	11.2
Michigan	9.4	9.4
Minnesota	8.9	9.4
Mississippi	8.8	8.1
Missouri	10.0	9.3
Montana	8.6	7.8
Nebraska	10.2	10.0
Nevada	8.5	7.8
New Hampshire	10.2	9.9
New Jersey	12.3	11.4
New Mexico	10.1	8.9
New York	9.2	9.2

See notes at end of exhibit.

**Exhibit 54. Percentage of the population ages 6 through 21 served under IDEA, Part B, by year and state: Fall 2004 and fall 2008—Continued**

State	2004	2008
North Carolina	9.4	8.6
North Dakota	8.7	8.3
Ohio	9.4	9.8
Oklahoma	11.0	10.9
Oregon	9.2	9.2
Pennsylvania	9.6	10.2
Puerto Rico	8.3	10.3
Rhode Island	11.9	10.8
South Carolina	10.6	9.5
South Dakota	8.4	8.6
Tennessee	8.8	8.2
Texas	8.8	7.3
Utah	8.1	8.1
Vermont	9.1	—
Virginia	9.7	9.1
Washington	8.2	8.2
West Virginia	12.5	11.7
Wisconsin	9.1	9.2
Wyoming	9.9	10.4

—Percentage cannot be calculated because data were not available.

NOTE: Percentage for each state was calculated by dividing the number of children ages 6 through 21 served under *IDEA*, Part B, by the state in the year by the estimated U.S. resident population ages 6 through 21 in the state for that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of children ages 6 through 21 served under *IDEA*, Part B, by all states in the year by the estimated U.S. resident population ages 6 through 21 in all states for that year, then multiplying the result by 100. Percentage for “All states” includes data for children served by BIE schools.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children With Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2004 and 2008. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. “State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT,” 2004 and 2008. Students served through BIE schools are included in the population estimates of the individual states in which they reside. Data were accessed July 2010. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, was 8.8 percent in the 51 states (“All states”) for which data were available. The percentages in the individual states ranged from 6.8 percent to 11.7 percent. Percentages of 10 or more were served in 10 states, while percentages of less than 8 were served in 12 states.
- In 2004, the percentage of the resident population ages 6 through 21 served under *IDEA*, Part B, was 9.2 percent in the 52 states (“All states”) for which data were available. The percentages in the individual states ranged from 7.3 to 12.5.
- In 10 of the 51 states for which data were available for 2004 and 2008, a larger percentage of the resident population was served in 2008 than in 2004. However, only the difference associated with the increase from 8.3 percent to 10.3 percent in Puerto Rico exceeded 1 percent.

*How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of autism in 2008, and how did the percentages change between 2004 and 2008?*

**Exhibit 55. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and state: Fall 2004 and fall 2008**

State	2004 percent	2008 percent	Change between 2004 and 2008 <sup>a</sup>	Percent change between 2004 and 2008 <sup>b</sup>
All states	2.7	5.0	2.3	82.8
Alabama	1.9	3.9	2.0	110.0
Alaska	2.2	3.7	1.5	67.1
Arizona	2.5	4.7	2.3	90.9
Arkansas	2.1	4.0	1.8	87.2
BIE schools	0.3	1.1	0.7	231.3
California	3.7	7.0	3.3	87.9
Colorado	1.5	3.3	1.9	127.3
Connecticut	3.7	7.3	3.6	98.7
Delaware	2.6	4.3	1.7	65.5
District of Columbia	1.5	3.1	1.5	98.8
Florida	1.9	3.6	1.7	88.7
Georgia	2.7	5.3	2.7	100.7
Hawaii	3.5	5.5	2.1	59.1
Idaho	2.8	6.0	3.2	115.3
Illinois	2.4	4.3	1.9	76.8
Indiana	3.6	5.9	2.4	66.7
Iowa	1.8	1.1	-0.7	-38.1
Kansas	2.0	3.4	1.3	64.5
Kentucky	1.8	3.1	1.3	74.5
Louisiana	2.1	3.3	1.2	57.7
Maine	3.0	6.1	3.1	104.2
Maryland	4.1	7.4	3.4	82.4
Massachusetts	3.1	5.2	2.1	66.8
Michigan	3.4	5.8	2.4	71.4
Minnesota	6.1	10.5	4.4	72.1
Mississippi	1.2	2.4	1.2	96.8
Missouri	2.5	4.7	2.3	93.4
Montana	1.5	2.8	1.4	92.9
Nebraska	1.7	3.7	2.0	117.4
Nevada	2.7	5.6	2.9	107.7
New Hampshire	2.4	4.5	2.1	85.9
New Jersey	2.5	4.4	1.9	73.1
New Mexico	0.9	2.4	1.5	161.3
New York	2.8	4.5	1.7	61.5
North Carolina	2.7	5.1	2.3	84.6

See notes at end of exhibit.

**Exhibit 55. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *autism*, by year and state: Fall 2004 and fall 2008—Continued**

State	2004 percent	2008 percent	Change between 2004 and 2008 <sup>a</sup>	Percent change between 2004 and 2008 <sup>b</sup>
North Dakota	1.9	4.0	2.2	116.1
Ohio	2.6	4.7	2.0	77.6
Oklahoma	1.3	2.5	1.2	90.0
Oregon	6.3	9.3	3.1	48.9
Pennsylvania	2.7	5.2	2.5	89.7
Puerto Rico	1.0	1.4	0.4	45.7
Rhode Island	2.4	5.4	3.0	124.3
South Carolina	1.5	2.9	1.4	90.8
South Dakota	2.5	3.8	1.3	53.5
Tennessee	1.8	3.8	1.9	106.3
Texas	2.6	5.5	2.8	107.7
Utah	2.4	4.8	2.4	98.7
Vermont	2.5	—	—	—
Virginia	2.7	5.3	2.6	95.2
Washington	3.1	5.6	2.5	82.9
West Virginia	1.3	2.5	1.2	90.6
Wisconsin	3.4	5.7	2.3	66.1
Wyoming	1.7	3.6	1.8	107.8

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2004 and 2008 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2008. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2004 and 2008 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2008, dividing the difference by the percentage for 2004, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *autism* in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state in that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *autism* in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, a total of 5 percent of students ages 6 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available were reported under the category of *autism*. Less than 2 percent of students served were reported under the category of *autism* in Puerto Rico (1.4 percent), Iowa (1.1 percent), and BIE schools (1.1 percent). In contrast, more than 6 percent of the students served were reported under the category of *autism* in the following states: Minnesota (10.5 percent), Oregon (9.3 percent), Maryland (7.4 percent), Connecticut (7.3 percent), California (7.0 percent), and Maine (6.1 percent).
- The percentage of students ages 6 through 21 served under *IDEA*, Part B, reported under the category of *autism* was 2.7 percent for “All states” in 2004. The percentage of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *autism* was

larger in 2008 than in 2004 in 51 of the 52 states for which data were available for both time periods. The exception was Iowa which reported a smaller percentage of the students served in 2008 (1.1 percent) than in 2004 (1.8 percent) under the category of *autism*.

- The percent change exceeded 45 percent in each of the 51 states associated with an increase in the percentage of students served who were reported under the category of *autism*. Increases of more than 100 percent were found in 14 states. The largest percent increases were observed in BIE schools (231.3 percent) and New Mexico (161.3 percent).

*How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of other health impairments in 2008, and how did the percentages change between 2004 and 2008?*

**Exhibit 56. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairments*, by year and state: Fall 2004 and fall 2008**

State	2004 percent	2008 percent	Change between 2004 and 2008 <sup>a</sup>	Percent change between 2004 and 2008 <sup>b</sup>
All states	8.4	11.0	2.6	31.6
Alabama	7.0	8.2	1.2	17.4
Alaska	5.7	11.9	6.2	108.0
Arizona	4.1	6.7	2.6	62.1
Arkansas	13.6	15.3	1.7	12.6
BIE schools	3.7	6.1	2.4	63.5
California	5.3	7.8	2.5	47.3
Colorado	—	—	—	—
Connecticut	15.8	18.5	2.7	17.0
Delaware	—	12.5	—	—
District of Columbia	3.0	4.9	2.0	67.2
Florida	4.8	6.7	1.9	40.6
Georgia	12.9	15.6	2.7	21.1
Hawaii	11.6	15.1	3.4	29.6
Idaho	7.5	10.9	3.4	45.1
Illinois	6.5	9.0	2.5	38.3
Indiana	5.1	7.5	2.4	47.4
Iowa	0.9	0.1	-0.7	-84.1
Kansas	12.1	12.5	0.4	3.4
Kentucky	13.9	17.6	3.7	26.4
Louisiana	11.0	12.3	1.3	12.0
Maine	13.6	18.6	4.9	36.3
Maryland	11.9	16.3	4.4	37.0
Massachusetts	4.7	7.5	2.8	60.4
Michigan	5.8	9.0	3.2	55.3
Minnesota	11.2	14.2	3.0	27.0
Mississippi	5.5	10.4	4.9	89.9
Missouri	10.2	14.5	4.4	43.2
Montana	9.1	10.8	1.7	18.9
Nebraska	10.5	13.1	2.6	25.0
Nevada	6.2	7.3	1.1	17.9
New Hampshire	16.0	17.7	1.7	10.9
New Jersey	8.8	13.5	4.8	54.4
New Mexico	6.7	7.9	1.3	19.2
New York	10.5	13.6	3.1	29.0
North Carolina	13.5	17.3	3.8	28.0

See notes at end of exhibit.

**Exhibit 56. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *other health impairments*, by year and state: Fall 2004 and fall 2008—Continued**

State	2004 percent	2008 percent	Change between 2004 and 2008 <sup>a</sup>	Percent change between 2004 and 2008 <sup>b</sup>
North Dakota	9.1	12.5	3.4	36.9
Ohio	6.8	10.7	3.9	57.5
Oklahoma	7.4	10.7	3.3	45.0
Oregon	10.1	13.0	2.9	28.7
Pennsylvania	3.5	7.1	3.6	102.6
Puerto Rico	4.5	6.5	1.9	42.5
Rhode Island	14.5	17.1	2.7	18.5
South Carolina	6.7	9.7	2.9	43.5
South Dakota	8.2	10.4	2.2	26.5
Tennessee	10.1	11.0	0.9	9.1
Texas	11.2	12.7	1.6	14.1
Utah	5.0	6.9	1.9	38.1
Vermont	14.5	—	—	—
Virginia	15.3	18.1	2.8	18.4
Washington	18.0	19.5	1.5	8.2
West Virginia	9.0	11.9	2.9	32.4
Wisconsin	10.2	14.1	3.9	38.7
Wyoming	11.9	14.3	2.4	20.0

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2004 and 2008 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2008. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2004 and 2008 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2008, dividing the difference by the percentage for 2004, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *other health impairments* in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state in that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *other health impairments* in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, a total of 11 percent of the students ages 6 through 21 served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available were reported under the category of *other health impairments*. Less than 7 percent of the students served in the following seven states were reported under the category of *other health impairments*: Utah (6.9 percent), Arizona (6.7 percent), Florida (6.7 percent), Puerto Rico (6.5 percent), BIE schools (6.1 percent), the District of Columbia (4.9 percent), and Iowa (0.1 percent). In contrast, more than 17 percent of the children served were reported under the category of *other health impairments* by the following eight states: Washington (19.5 percent), Maine (18.6 percent), Connecticut (18.5 percent), Virginia (18.1 percent), New Hampshire (17.7 percent), Kentucky (17.6 percent), North Carolina (17.3 percent), and Rhode Island (17.1 percent).



- In 2004, a total of 8.4 percent of the students ages 6 through 21 served under *IDEA*, Part B, in the 51 states (“All states”) for which data were available were reported under the category of *other health impairments*.
- The percentage of students served that was reported under the category of *other health impairments* was larger in 2008 than in 2004 in 49 of the 50 states for which data were available for both time periods. The exception was Iowa which reported a smaller percentage of the students served in 2008 (0.1 percent) than in 2004 (0.9 percent) under the category of *other health impairment*.
- The percent changes observed for the states in which an increase was found ranged from an increase of less than 10 percent in Tennessee (9.1 percent), Washington (8.2 percent), and Kansas (3.4 percent) to an increase of more than 60 percent in Alaska (108.0 percent), Pennsylvania (102.6 percent), Mississippi (89.9 percent), the District of Columbia (67.2 percent), BIE schools (63.5 percent), Arizona (62.1 percent), and Massachusetts (60.4 percent).

*How did the states compare with regard to the percentage of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of specific learning disabilities in 2008, and how did the percentages change between 2004 and 2008?*

**Exhibit 57. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disabilities*, by year and state: Fall 2004 and fall 2008**

State	2004 percent	2008 percent	Change between 2004 and 2008 <sup>a</sup>	Percent change between 2004 and 2008 <sup>b</sup>
All states	46.4	42.9	-3.5	-7.6
Alabama	48.9	50.0	1.1	2.2
Alaska	50.2	47.4	-2.8	-5.6
Arizona	55.1	50.4	-4.7	-8.5
Arkansas	39.8	37.5	-2.3	-5.8
BIE schools	62.2	55.5	-6.8	-10.8
California	53.0	47.8	-5.2	-9.8
Colorado	42.7	41.5	-1.3	-3.0
Connecticut	39.8	35.9	-3.9	-9.8
Delaware	55.0	53.8	-1.2	-2.2
District of Columbia	47.7	45.7	-2.1	-4.4
Florida	49.3	47.4	-1.9	-3.8
Georgia	30.4	31.3	0.9	3.0
Hawaii	48.1	47.7	-0.4	-0.8
Idaho	47.8	37.1	-10.7	-22.4
Illinois	49.1	46.2	-2.9	-5.9
Indiana	40.3	37.7	-2.6	-6.5
Iowa	55.4	60.3	4.9	8.8
Kansas	42.7	41.6	-1.1	-2.5
Kentucky	19.5	15.4	-4.0	-20.8
Louisiana	37.6	33.0	-4.6	-12.4
Maine	36.6	33.2	-3.5	-9.4
Maryland	38.5	36.5	-1.9	-5.0
Massachusetts	46.7	39.3	-7.5	-16.0
Michigan	44.2	41.1	-3.2	-7.2
Minnesota	34.2	28.9	-5.3	-15.5
Mississippi	51.2	39.6	-11.6	-22.6
Missouri	43.5	34.0	-9.5	-21.8
Montana	52.7	47.5	-5.2	-9.9
Nebraska	37.0	34.6	-2.4	-6.5
Nevada	60.5	57.5	-2.9	-4.9
New Hampshire	46.2	44.0	-2.2	-4.8
New Jersey	46.9	40.5	-6.3	-13.5
New Mexico	53.5	45.3	-8.2	-15.3
New York	46.1	41.9	-4.2	-9.2
North Carolina	38.7	37.1	-1.6	-4.2

See notes at end of exhibit.

**Exhibit 57. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *specific learning disabilities*, by year and state: Fall 2004 and fall 2008—Continued**

State	2004 percent	2008 percent	Change between 2004 and 2008 <sup>a</sup>	Percent change between 2004 and 2008 <sup>b</sup>
North Dakota	37.8	36.1	-1.7	-4.5
Ohio	40.7	42.4	1.7	4.2
Oklahoma	53.7	47.9	-5.9	-10.9
Oregon	44.9	39.3	-5.6	-12.5
Pennsylvania	55.4	52.0	-3.4	-6.1
Puerto Rico	57.9	59.2	1.3	2.3
Rhode Island	46.2	41.7	-4.5	-9.8
South Carolina	47.8	48.6	0.8	1.6
South Dakota	45.8	41.3	-4.5	-9.8
Tennessee	43.5	41.1	-2.5	-5.6
Texas	53.3	47.6	-5.6	-10.6
Utah	54.1	49.2	-4.9	-9.1
Vermont	34.4	—	—	—
Virginia	42.8	39.3	-3.5	-8.2
Washington	43.0	39.6	-3.4	-7.8
West Virginia	37.6	32.9	-4.7	-12.4
Wisconsin	41.4	35.0	-6.4	-15.4
Wyoming	43.7	38.1	-5.6	-12.8

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Change between 2004 and 2008 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2008. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2004 and 2008 was calculated for each state and “All states” by subtracting the percentage for 2004 from the percentage for 2008, dividing the difference by the percentage for 2004, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *specific learning disabilities* in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state in that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *specific learning disabilities* in the year by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states in that year, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, the percentage of students ages 6 through 21 served under *IDEA*, Part B, that were reported under the category of *specific learning disabilities* was 42.9 percent for the 52 states (“All states”) for which data were available. The percentages in the individual states ranged from 15.4 percent to 60.3 percent. The percentages in seven states were larger than 50 percent. The states were Iowa (60.3 percent), Puerto Rico (59.2 percent), Nevada (57.5 percent), BIE schools (55.5 percent), Delaware (53.8 percent), Pennsylvania (52.0 percent), and Arizona (50.4 percent).

- The percentage of students reported under the category of *specific learning disabilities* was larger in 2008 than in 2004 in only six of the 52 states for which data for both years were available. In each of these states, the difference between 2004 and 2008 was less than 5 percentage points. The difference was 4.9 percent in Iowa, 1.7 percent in Ohio, 1.3 percent in Puerto Rico, 1.1 percent in Alabama, 0.9 percent in Georgia, and 0.8 percent in South Carolina. In contrast, a double-digit decrease was found in Mississippi (-11.6 percent) and Idaho (-10.7 percent). While none of the increases observed between 2004 and 2008 represented a percent change larger than 8.8 percent, the percent change decrease in the following four states was larger than 20 percent: Mississippi (-22.6 percent), Idaho (-22.4 percent), Missouri (-21.8 percent), and Kentucky (-20.8 percent).

## Part B Educational Environments

*How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, by educational environment in 2008?*

**Exhibit 58. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2008**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more <sup>b</sup> of the day	40% to 79% of the day	Less than 40% of the day					
All states	58.5	21.4	14.9	2.9	0.4	0.4	0.4	1.1
Alabama	81.0	9.6	6.0	1.4	1.1	0.3	0.2	0.4
Alaska	56.6	27.8	13.2	1.7	0.2	0.2	0.3	0.1
Arizona	56.1	25.6	14.9	2.5	0.1	0.2	0.5	0.2
Arkansas	52.1	31.0	13.2	1.2	1.1	0.5	0.3	0.5
BIE schools	69.5	22.3	7.4	x	0.3	0.3	x	—
California	51.6	20.6	22.5	3.9	0.3	0.3	0.4	0.4
Colorado	67.8	18.4	10.0	2.1	0.9	0.4	0.3	0.1
Connecticut	69.9	16.0	5.5	5.3	1.5	0.1	0.6	1.0
Delaware	55.4	21.3	17.5	4.9	0.1	0.4	0.1	0.3
District of Columbia	17.9	30.2	28.2	21.6	0.9	0.2	0.6	0.4
Florida	63.1	14.9	16.5	2.6	0.2	0.7	1.4	0.7
Georgia	60.9	20.1	16.4	1.3	0.5	0.3	0.4	0.2
Hawaii	15.3	55.8	27.1	0.9	0.3	0.3	0.1	0.2
Idaho	62.6	25.7	9.2	1.3	0.2	0.2	0.6	0.3
Illinois	49.3	25.2	18.2	5.2	0.3	0.1	0.2	1.5
Indiana	63.8	17.3	12.9	1.1	0.7	0.6	0.3	3.2
Iowa	61.8	25.5	7.7	3.1	0.3	0.1	0.3	1.1
Kansas	62.2	25.8	7.2	2.1	0.4	0.3	0.5	1.6
Kentucky	69.6	17.5	9.8	0.9	0.3	0.9	0.3	0.7
Louisiana	61.3	19.6	14.3	0.4	0.3	0.9	0.4	2.9
Maine	53.8	29.9	12.5	2.7	0.4	0.2	0.2	0.2
Maryland	63.9	12.1	15.1	7.0	0.2	0.3	0.3	1.0
Massachusetts	56.4	20.9	15.3	5.8	0.7	0.1	0.1	0.6
Michigan	56.6	22.1	14.8	4.5	0.1	0.2	0.6	1.1
Minnesota	60.7	24.7	10.3	3.8	0.2	0.3	—	—
Mississippi	65.2	19.4	12.5	0.7	0.8	0.6	0.1	0.8
Missouri	58.0	25.8	9.8	3.2	x	x	0.9	1.8
Montana	52.2	34.0	11.7	0.8	0.7	0.1	0.1	0.5
Nebraska	71.8	16.8	6.7	2.4	0.2	0.2	0.4	1.4
Nevada	62.9	22.1	12.8	1.5	#	0.2	0.4	0.1
New Hampshire	43.5	26.2	26.9	2.1	0.9	0.2	0.1	0.2
New Jersey	43.9	26.9	14.6	7.0	0.2	0.3	0.2	6.9
New Mexico	52.8	25.7	19.5	0.6	0.3	0.6	0.3	0.3
New York	55.4	12.2	23.6	5.2	0.6	0.3	0.2	2.6
North Carolina	63.9	18.0	15.6	1.3	0.3	0.6	0.1	0.2

See notes at end of exhibit.

**Exhibit 58. Percentage of students ages 6 through 21 served under IDEA, Part B, by educational environment and state: Fall 2008—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more <sup>b</sup> of the day	40% to 79% of the day	Less than 40% of the day					
North Dakota	76.5	15.0	4.8	0.8	1.1	x	x	1.7
Ohio	53.9	26.5	12.8	3.1	0.4	0.6	0.2	2.5
Oklahoma	61.1	27.5	9.7	0.4	0.4	0.5	0.1	0.2
Oregon	70.1	16.2	10.8	1.3	0.2	0.3	0.4	0.7
Pennsylvania	55.1	29.5	10.8	3.8	0.4	0.2	0.2	#
Puerto Rico	87.4	6.7	3.3	1.6	x	0.1	x	0.8
Rhode Island	70.6	7.4	14.9	4.1	0.8	0.2	0.2	1.8
South Carolina	56.8	20.4	19.7	0.7	0.5	1.3	0.2	0.4
South Dakota	66.4	23.1	5.3	1.6	2.2	0.2	0.2	1.0
Tennessee	59.2	25.3	13.2	0.9	0.2	0.7	0.1	0.5
Texas	66.7	19.7	12.2	0.5	0.1	0.5	0.2	0.1
Utah	52.2	28.6	15.5	2.8	0.1	0.3	0.4	0.1
Vermont	—	—	—	—	—	—	—	—
Virginia	56.1	23.0	16.1	2.4	0.5	0.7	0.6	0.6
Washington	50.2	34.1	13.9	0.8	0.1	0.2	0.2	0.4
West Virginia	67.8	21.2	7.9	x	0.6	1.1	x	0.8
Wisconsin	54.7	30.9	11.2	0.8	0.2	0.2	0.5	1.4
Wyoming	58.6	30.0	8.5	0.6	1.5	0.2	0.2	0.5

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

# Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

<sup>a</sup>Percentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>*Separate school* and *residential facility* are categories that include children with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate day schools or residential facilities.

<sup>d</sup>*Homebound/hospital* is a category that includes children with disabilities who receive special education and related services in hospital programs or homebound programs.

<sup>e</sup>*Correctional facility* is a category that includes children with disabilities who receive special education and related services in short-term detention facilities or correctional facilities.

<sup>f</sup>*Parentally placed in private school* is a category that includes children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency or intermediate educational unit under a service plan.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 100. The percentage for “All states” includes suppressed data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2007. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, *inside the regular class 80% or more of the day* was the most prevalent category of educational environment for students ages 6 through 21 served under *IDEA*, Part B. The percentage for the 52 states (“All states”) for which data were available was 58.5 percent.
- The category of *inside the regular class 80% or more of the day* accounted for the largest percentage of students in 50 individual states. In 47 of those states, a majority of the children were *inside the regular class 80% or more of the day*, and in the following six states, more than 70 percent of the students were in this category: Puerto Rico (87.4 percent), Alabama (81.0 percent), North Dakota (76.5 percent), Nebraska (71.8 percent), Rhode Island (70.6 percent), and Oregon (70.1 percent).
- In Hawaii and the District of Columbia, *inside the regular class no more than 79% of the day and no less than 40% of the day* was the most prevalent educational environment category. In Hawaii, the percentage of students served in this category was 55.8 percent, and in the District of Columbia, the percentage was 30.2 percent.

*How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment in 2008?*

**Exhibit 59. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2008**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more <sup>b</sup> of the day	40% to 79% of the day	Less than 40% of the day					
All states	55.0	23.8	18.9	1.6	0.1	0.2	0.2	0.2
Alabama	80.4	12.8	5.0	x	1.3	x	0.0	x
Alaska	57.6	30.7	10.4	0.8	x	x	0.3	0.0
Arizona	57.6	32.9	9.0	0.3	x	x	0.1	x
Arkansas	50.7	34.2	14.1	x	0.5	x	x	x
BIE schools	65.3	x	8.5	x	x	x	x	0.0
California	49.3	23.4	23.8	2.9	0.1	0.2	0.3	0.1
Colorado	69.0	20.6	9.2	0.6	0.2	0.3	x	x
Connecticut	74.9	18.1	5.0	1.0	x	x	x	0.6
Delaware	48.7	30.8	17.7	x	0.0	x	x	0.0
District of Columbia	32.0	30.2	34.0	3.3	0.0	x	0.0	x
Florida	64.4	18.0	16.0	0.7	0.1	0.4	0.1	0.3
Georgia	67.8	22.9	8.3	x	0.2	x	0.8	x
Hawaii	11.5	59.0	27.4	1.5	0.4	x	x	0.0
Idaho	55.3	35.5	7.7	1.0	x	x	x	0.0
Illinois	45.9	27.1	25.1	1.5	x	x	x	0.2
Indiana	63.4	21.5	13.0	x	x	0.5	x	1.2
Iowa	63.1	30.9	5.2	0.3	x	x	x	0.2
Kansas	62.9	31.9	4.5	0.2	0.0	x	x	0.3
Kentucky	71.2	18.8	9.3	x	0.0	x	x	0.0
Louisiana	63.6	20.9	15.5	0.0	0.0	0.0	0.0	0.0
Maine	50.9	30.9	15.9	x	x	0.0	x	0.0
Maryland	67.1	13.1	16.0	3.1	0.2	x	x	0.3
Massachusetts	44.0	25.5	28.0	2.3	0.1	x	x	x
Michigan	63.1	18.8	15.3	2.7	0.0	0.0	0.0	0.2
Minnesota	62.7	27.2	8.4	1.4	0.1	0.2	—	—
Mississippi	70.5	20.9	8.6	0.0	0.0	0.0	0.0	0.0
Missouri	59.4	26.3	12.6	1.4	x	x	0.0	x
Montana	52.0	34.1	12.5	x	0.0	0.0	x	x
Nebraska	72.6	22.6	4.3	x	0.0	x	x	x
Nevada	56.0	30.7	12.3	0.6	x	x	0.3	x
New Hampshire	39.1	34.8	26.1	0.0	0.0	0.0	0.0	0.0
New Jersey	33.2	24.1	21.8	0.7	x	x	x	19.8
New Mexico	53.2	26.8	18.8	0.4	x	0.4	0.4	x
New York	50.0	8.5	38.9	2.5	x	#	x	#
North Carolina	63.2	23.0	13.0	0.5	x	0.2	x	x
North Dakota	71.6	21.8	6.6	0.0	0.0	x	x	0.0

See notes at end of exhibit.



**Exhibit 59. Percentage of students ages 6 through 21 served under IDEA, Part B, who were limited English proficient, by educational environment and state: Fall 2008—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more <sup>b</sup> of the day	40% to 79% of the day	Less than 40% of the day					
Ohio	48.6	35.1	14.9	1.0	x	x	0.0	0.3
Oklahoma	49.0	42.1	8.1	0.4	x	0.3	x	0.0
Oregon	71.9	20.1	7.6	0.2	x	0.1	x	x
Pennsylvania	42.3	40.4	13.8	2.8	0.2	x	0.3	x
Puerto Rico	89.0	x	3.1	x	x	0.0	x	x
Rhode Island	77.6	x	18.7	0.0	0.0	x	0.0	x
South Carolina	58.6	19.6	18.8	0.6	0.8	0.6	0.0	0.9
South Dakota	71.9	20.5	3.8	1.1	1.6	x	x	0.8
Tennessee	54.2	31.7	x	0.0	0.0	x	x	0.0
Texas	65.9	23.1	10.3	0.2	#	0.4	0.1	#
Utah	46.3	37.9	15.0	0.4	x	x	0.2	x
Vermont	—	—	—	—	—	—	—	—
Virginia	39.2	27.1	31.9	1.3	0.2	0.3	x	x
Washington	49.2	42.5	8.2	x	x	x	x	x
West Virginia	73.1	19.9	x	x	0.0	0.0	x	0.0
Wisconsin	57.5	32.6	8.8	0.3	x	x	0.1	0.5
Wyoming	57.7	36.3	x	x	0.0	x	0.0	0.0

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

# Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

<sup>a</sup>Percentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>*Separate school* and *residential facility* are categories that include children with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate day schools or residential facilities.

<sup>d</sup>*Homebound/hospital* is a category that includes children with disabilities who receive special education and related services in hospital programs or homebound programs.

<sup>e</sup>*Correctional facility* is a category that includes children with disabilities who receive special education and related services in short-term detention facilities or correctional facilities.

<sup>f</sup>*Parentally placed in private school* is a category that includes children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency or intermediate educational unit under a service plan.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state who were limited English proficient and reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state who were limited English proficient, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states who were limited English proficient and reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states who were limited English proficient, then multiplying the result by 100. Percentage for “All states” includes suppressed data. In the case of Puerto Rico, language proficiency is determined with regard to Spanish.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2008, *inside the regular class 80% or more of the day* was the most prevalent category of educational environment for students ages 6 through 21 served under *IDEA*, Part B, who were limited English proficient. The percentage for the 52 states (“All states”) for which data were available was 55 percent.
- The category of *inside the regular class 80% or more of the day* accounted for the largest percentage of students who were limited English proficient in 50 individual states. In 38 of these states, a majority of the students were *inside the regular class 80% or more of the day*. In the following three of these states, more than 75 percent of the students were in this category: Puerto Rico (89.0 percent), Alabama (80.4 percent), and Rhode Island (77.6 percent).
- In Hawaii, the category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for the largest percentage (59.0 percent) of students served who were limited English proficient. In the District of Columbia, the category of *inside the regular class less than 40% of the day* accounted for the largest percentage (34.0 percent) of such students.

*How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of emotional disturbance, by educational environment in 2008?*

**Exhibit 60. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by educational environment and state: Fall 2008**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more <sup>b</sup> of the day	40% to 79% of the day	Less than 40% of the day					
All states	39.3	19.3	23.1	13.0	2.0	1.0	1.9	0.2
Alabama	69.9	7.9	7.5	5.0	7.9	1.2	x	x
Alaska	31.7	26.0	19.8	18.4	0.9	0.8	2.4	0.0
Arizona	35.8	18.7	26.9	15.0	0.8	x	2.2	x
Arkansas	31.2	30.2	22.5	7.7	4.6	2.7	x	x
BIE schools	61.6	19.3	13.2	x	2.4	x	x	—
California	22.4	14.8	31.4	22.7	4.6	1.3	2.5	0.2
Colorado	50.4	16.2	16.3	8.7	5.3	0.9	2.1	0.1
Connecticut	39.4	13.0	17.8	17.4	8.5	0.8	3.0	0.1
Delaware	39.3	15.7	23.7	17.8	1.0	1.0	x	x
District of Columbia	7.4	13.4	31.5	41.6	4.7	x	x	0.0
Florida	35.6	15.3	29.9	11.2	0.1	0.4	7.1	0.5
Georgia	50.4	19.7	18.5	6.6	2.4	x	1.8	x
Hawaii	15.4	44.1	33.0	4.1	1.5	0.8	0.6	0.3
Idaho	45.8	20.7	17.6	9.8	0.5	0.6	5.0	0.0
Illinois	26.2	19.9	23.9	26.7	1.9	0.4	0.9	0.2
Indiana	43.8	18.3	25.7	4.8	3.2	2.2	1.1	0.9
Iowa	61.8	25.5	7.7	3.1	0.3	x	x	1.1
Kansas	44.5	24.6	10.0	15.3	1.3	0.6	3.5	0.2
Kentucky	43.3	19.7	24.6	4.7	x	4.2	2.2	x
Louisiana	45.7	20.6	23.3	1.6	0.4	2.8	5.2	0.2
Maine	37.6	25.8	21.3	11.6	2.2	x	1.0	x
Maryland	33.6	12.0	23.4	28.2	0.6	0.6	1.5	0.1
Massachusetts	30.2	13.0	25.0	28.3	2.3	0.2	0.7	0.1
Michigan	42.3	22.2	19.8	10.0	0.6	0.4	4.1	0.6
Minnesota	53.5	21.1	13.9	10.7	0.4	0.4	—	—
Mississippi	44.7	23.3	19.1	4.5	5.6	2.4	x	x
Missouri	40.1	26.1	15.5	11.4	0.0	2.2	4.4	0.4
Montana	33.4	31.0	23.8	4.6	5.7	x	0.8	x
Nebraska	60.8	14.9	9.8	8.4	0.5	0.6	3.0	2.0
Nevada	46.4	20.0	23.0	8.2	0.5	0.3	1.8	0.0
New Hampshire	30.2	21.6	34.9	8.8	4.0	x	0.2	x
New Jersey	34.6	20.9	17.9	22.0	1.2	1.8	1.3	0.3
New Mexico	35.8	21.1	36.2	0.9	3.0	1.4	1.6	0.0
New York	28.1	10.0	39.4	17.5	3.0	1.0	0.5	0.5
North Carolina	45.8	20.9	25.0	4.7	0.3	2.5	0.8	0.0
North Dakota	71.3	14.0	5.6	2.9	5.2	x	0.6	x

See notes at end of exhibit.

**Exhibit 60. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by educational environment and state: Fall 2008—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more <sup>b</sup> of the day	40% to 79% of the day	Less than 40% of the day					
Ohio	30.4	21.0	24.4	18.4	2.3	2.1	1.3	0.2
Oklahoma	43.1	28.6	21.9	1.5	1.9	2.4	0.6	0.0
Oregon	50.8	17.6	19.8	7.9	0.4	0.8	2.4	0.3
Pennsylvania	37.7	25.6	17.3	15.6	2.2	0.3	1.2	#
Puerto Rico	87.0	6.9	4.4	1.4	0.0	0.0	x	x
Rhode Island	41.8	6.0	27.3	18.6	4.5	x	x	0.9
South Carolina	29.3	23.0	35.6	4.0	1.6	5.3	x	x
South Dakota	48.3	22.1	13.1	5.1	10.6	x	x	x
Tennessee	41.1	22.1	25.1	8.8	0.4	2.3	x	x
Texas	58.4	20.4	16.6	2.3	0.1	1.1	1.1	#
Utah	35.5	26.4	29.4	3.3	x	3.0	x	0.0
Vermont	—	—	—	—	—	—	—	—
Virginia	38.0	21.3	16.0	16.4	3.0	1.9	3.3	0.1
Washington	31.3	33.2	26.9	4.9	1.0	0.6	2.0	0.2
West Virginia	51.3	27.2	12.8	x	2.5	4.0	x	0.0
Wisconsin	49.8	29.4	15.4	2.1	0.7	0.4	2.0	0.2
Wyoming	38.5	28.9	17.7	2.3	10.6	0.6	1.4	0.0

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

# Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

<sup>a</sup>Percentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>*Separate school* and *residential facility* are categories that include children with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate day schools or residential facilities.

<sup>d</sup>*Homebound/hospital* is a category that includes children with disabilities who receive special education and related services in hospital programs or homebound programs.

<sup>e</sup>*Correctional facility* is a category that includes children with disabilities who receive special education and related services in short-term detention facilities or correctional facilities.

<sup>f</sup>*Parentally placed in private school* is a category that includes children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency or intermediate educational unit under a service plan.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance* who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance*, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance* who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance*, then multiplying the result by 100. The percentage for “All states” includes suppressed data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2007. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- The most prevalent educational environment category for students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in the 52 states (“All states”) for which data were available for 2008 was *inside the regular class for 80% or more of the day*. This category accounted for 39.3 percent of these students.
- In 43 individual states, *inside the regular class for 80% or more of the day* accounted for the largest percentage of students served under *IDEA*, Part B, who were reported under the category of *emotional disturbance*. The percentage exceeded 50 percent in 12 states, including Puerto Rico and North Dakota, in which 87 percent and 71.3 percent of the students, respectively, were reported in this category.
- The category of *inside the regular class less than 40% of the day* accounted for the second largest percentage (23.1 percent) of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in the 52 states (“All states”) for which data were available for 2008. In five states, this category accounted for the largest percentage of these students. The five states were: New York (39.4 percent), New Mexico (36.2 percent), South Carolina (35.6 percent), New Hampshire (34.9 percent), and California (31.4 percent).
- The category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for 19.3 percent of students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in the 52 states (“All states”) for which data were available for 2008. This category accounted for the largest percentage of such students in Hawaii (44.1 percent) and Washington (33.2 percent).
- The category of a *separate school* accounted for 13 percent of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in the 52 states (“All states”) for which data were available for 2008. This category accounted for the largest percentage of such students in the District of Columbia (41.6 percent) and Illinois (26.7 percent).

*How did the states compare with regard to the distribution of students ages 6 through 21 served under IDEA, Part B, who were reported under the category of intellectual disabilities, by educational environment in 2008?*

**Exhibit 61. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *intellectual disabilities*, by educational environment and state: Fall 2008**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more <sup>b</sup> of the day	40% to 79% of the day	Less than 40% of the day					
All states	17.3	26.9	48.2	6.1	0.4	0.5	0.3	0.2
Alabama	44.7	25.0	24.2	4.0	1.5	0.4	0.1	0.1
Alaska	11.3	23.0	63.2	2.0	0.0	x	x	0.0
Arizona	7.5	15.8	71.9	4.0	x	0.5	0.2	x
Arkansas	15.6	39.3	40.3	1.8	2.0	0.5	0.3	0.1
BIE schools	23.8	37.4	37.4	x	x	0.0	0.0	—
California	7.5	13.7	67.2	10.7	0.3	0.4	0.1	0.1
Colorado	20.1	34.8	41.3	2.8	0.5	x	0.2	x
Connecticut	48.2	37.2	6.0	6.4	1.6	x	0.2	x
Delaware	15.3	22.6	50.5	10.2	0.4	0.5	x	x
District of Columbia	2.4	10.7	54.1	31.3	0.5	x	0.6	x
Florida	11.1	17.7	57.7	11.1	0.1	0.4	1.4	0.4
Georgia	20.6	24.0	52.9	1.1	0.5	0.5	x	x
Hawaii	4.6	29.3	65.2	x	x	0.0	x	x
Idaho	16.8	37.9	42.0	2.5	x	0.3	0.5	x
Illinois	5.2	20.5	61.8	11.7	0.4	0.2	0.1	0.1
Indiana	22.0	30.4	44.5	0.9	0.4	0.6	0.3	0.8
Iowa	61.8	25.5	7.7	3.1	0.3	0.1	0.3	1.1
Kansas	14.7	44.5	35.3	3.7	0.7	0.3	0.3	0.5
Kentucky	40.9	34.8	22.2	0.8	0.2	0.8	0.1	#
Louisiana	21.1	25.9	49.2	0.3	0.8	1.5	0.4	0.8
Maine	7.7	26.6	60.7	4.7	x	x	0.0	0.0
Maryland	11.5	18.3	57.5	12.0	0.4	0.1	0.1	0.1
Massachusetts	16.6	21.2	55.1	5.7	1.0	0.1	0.1	0.2
Michigan	10.9	23.1	47.9	17.1	0.1	0.2	0.4	0.4
Minnesota	9.5	40.6	40.8	8.4	0.1	0.5	—	—
Mississippi	15.6	28.9	52.0	0.5	1.9	0.8	x	x
Missouri	7.8	40.6	39.6	10.4	x	0.6	0.7	x
Montana	11.1	37.4	50.8	x	x	0.0	x	x
Nebraska	34.7	33.6	26.8	3.9	0.3	0.3	0.2	0.3
Nevada	6.3	19.3	69.7	3.9	x	x	0.4	x
New Hampshire	11.9	12.4	68.7	3.5	2.7	x	x	0.0
New Jersey	18.8	20.4	45.7	14.1	0.3	0.3	0.1	0.3
New Mexico	14.3	20.9	63.8	0.3	x	0.3	x	0.0
New York	5.7	12.7	60.8	18.7	0.8	x	x	1.1
North Carolina	12.9	26.4	56.1	3.4	0.3	0.7	0.2	#
North Dakota	20.3	48.5	28.4	1.2	1.4	0.0	x	x
Ohio	27.5	45.7	24.4	1.0	0.3	0.4	0.2	0.4
Oklahoma	13.3	43.2	41.9	0.4	0.4	0.6	x	x

See notes at end of exhibit.

**Exhibit 61. Percentage of students ages 6 through 21 served under IDEA, Part B, reported under the category of *intellectual disabilities*, by educational environment and state: Fall 2008—Continued**

State	Inside the regular class <sup>a</sup>			Separate school <sup>c</sup>	Residential facility <sup>c</sup>	Homebound/hospital <sup>d</sup>	Correctional facility <sup>e</sup>	Parentally placed in private school <sup>f</sup>
	80% or more <sup>b</sup> of the day	40% to 79% of the day	Less than 40% of the day					
Oregon	15.3	28.0	53.4	2.3	0.1	0.5	0.2	0.2
Pennsylvania	12.1	36.8	42.3	7.9	0.5	0.2	0.1	#
Puerto Rico	72.3	6.3	11.4	9.6	0.0	x	x	0.2
Rhode Island	21.9	13.4	58.7	4.5	1.0	x	0.0	x
South Carolina	7.8	15.5	70.4	3.2	0.5	2.1	x	x
South Dakota	16.9	54.7	20.8	3.7	3.3	x	0.0	x
Tennessee	15.0	26.3	56.1	1.4	0.1	0.7	0.3	0.1
Texas	8.5	24.2	65.0	1.7	0.1	0.5	x	x
Utah	7.9	21.5	59.5	10.4	x	0.3	0.4	x
Vermont	—	—	—	—	—	—	—	—
Virginia	14.5	31.8	48.0	2.9	0.7	1.4	0.5	0.2
Washington	4.3	33.5	60.6	1.1	x	x	0.2	x
West Virginia	26.9	42.5	27.9	0.0	0.6	1.8	x	x
Wisconsin	9.9	38.2	48.2	2.5	0.3	0.4	0.3	0.2
Wyoming	5.3	38.6	49.4	3.3	2.2	x	0.0	x

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

# Percentage was non-zero, but < 0.05 or less than 5/100 of 1 percent.

<sup>a</sup>Percentage of time spent inside the regular class is defined as the number of hours the student spends each day inside the regular classroom, divided by the total number of hours in the school day (including lunch, recess, and study periods), multiplied by 100.

<sup>b</sup>Students who received special education and related services outside the regular classroom for less than 21 percent of the school day were classified in the *inside the regular class 80% or more of the day* category.

<sup>c</sup>*Separate school* and *residential facility* are categories that include children with disabilities who receive special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate day schools or residential facilities.

<sup>d</sup>*Homebound/hospital* is a category that includes children with disabilities who receive special education and related services in hospital programs or homebound programs.

<sup>e</sup>*Correctional facility* is a category that includes children with disabilities who receive special education and related services in short-term detention facilities or correctional facilities.

<sup>f</sup>*Parentally placed in private school* is a category that includes children with disabilities who have been enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from a local education agency or intermediate educational unit under a service plan.

NOTE: Percentage for each state was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *intellectual disabilities* who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state under the category of *intellectual disabilities*, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *intellectual disabilities* who were reported in the educational environment by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states under the category of *intellectual disabilities*, then multiplying the result by 100. Percentage for “All states” includes suppressed data.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0517: “Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements,” 2007. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- The most prevalent educational environment category for the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities* in the 52 states (“All states”) for which data were available for 2008 was *inside the regular class less than 40% of the day*. This category accounted for 48.2 percent of these students.
- In 39 individual states, *inside the regular class less than 40% of the day* accounted for the largest percentage of the students served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities*. The percentage was larger than 50 percent in 26 states, including the following six states in which the percentage exceeded 65 percent: Arizona (71.9 percent), South Carolina (70.4 percent), Nevada (69.7 percent), New Hampshire (68.7 percent), California (67.2 percent), and Hawaii (65.2 percent).
- The category of *inside the regular class no more than 79% of the day and no less than 40% of the day* accounted for the second largest percentage (26.9 percent) of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities* in the 52 states (“All states”) for which data were available for 2008. In the following seven states, this category accounted for the largest percentage of such students: South Dakota (54.7 percent), North Dakota (48.5 percent), Ohio (45.7 percent), Kansas (44.5 percent), Oklahoma (43.2 percent), West Virginia (42.5 percent), and Missouri (40.6 percent).
- The category of *inside the regular class 80% or more of the day* accounted for 17.3 percent of the students ages 6 through 21 served under *IDEA*, Part B, who were reported under the category of *intellectual disabilities* in the 52 states (“All states”) for which data were available for 2008. In the following six states, *inside the regular class 80% or more of the day* accounted for the largest percentage of such students: Puerto Rico (72.3 percent), Iowa (61.8 percent), Connecticut (48.2 percent), Alabama (44.7 percent), Kentucky (40.9 percent), and Nebraska (34.7 percent).



## Part B Participation on Assessments

*How did the states compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type in school year 2007–08?*

**Exhibit 62. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2007–08**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	85.3	84.2	81.9	0.4	0.7	0.1	5.8	4.3	4.0	7.5	8.3	8.9
Alabama	92.6	90.8	88.5	—	—	—	—	—	—	6.5	7.1	9.3
Alaska	94.1	92.6	85.5	—	—	—	—	—	—	4.5	5.4	8.3
Arizona	91.7	88.5	84.8	—	—	—	—	—	—	6.4	8.0	8.8
Arkansas	88.4	88.6	66.4	—	—	—	—	—	—	10.7	10.1	30.5
BIE schools	92.4	91.6	83.7	2.2	4.0	4.7	0.0	0.0	0.0	4.9	3.0	5.3
California	70.2	87.3	92.1	—	—	—	20.2	—	—	7.6	9.0	10.7
Colorado	89.3	88.4	85.8	—	—	—	—	—	—	8.7	8.9	9.8
Connecticut	89.7	89.2	81.7	9.4	7.7	9.0	—	—	—	—	—	—
Delaware	92.4	90.0	83.1	—	—	—	—	—	—	6.8	7.5	11.7
District of Columbia	88.0	88.1	82.4	—	—	—	—	—	—	8.8	6.9	8.1
Florida	91.6	85.6	77.6	—	—	—	—	—	—	7.0	9.8	10.8
Georgia	93.9	89.6	83.4	—	—	—	—	—	—	5.6	9.6	13.2
Hawaii	92.3	93.0	89.0	—	—	—	—	—	—	4.0	4.0	2.9
Idaho	91.1	88.8	88.5	—	—	—	—	—	—	7.9	9.9	9.4
Illinois	90.7	90.2	82.1	—	—	—	—	—	—	7.5	8.1	9.4
Indiana	100.5	91.1	80.7	—	—	—	—	—	—	4.6	6.7	6.8
Iowa	95.0	95.0	94.9	—	—	—	—	—	—	4.6	3.9	4.3
Kansas	76.0	70.5	65.3	—	—	—	16.9	22.2	27.5	6.6	6.3	4.4
Kentucky	93.3	89.8	87.2	—	—	—	—	—	—	6.7	10.2	12.8
Louisiana	85.0	69.9	72.7	—	—	—	9.9	20.2	12.1	4.9	9.0	13.0
Maine	94.0	90.3	85.8	—	—	—	—	—	—	5.0	7.0	9.4

See notes at end of exhibit.

**Exhibit 62. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2007–08—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Maryland	92.4	87.5	79.4	—	—	—	—	—	5.5	6.9	9.9	14.5
Massachusetts	90.0	89.3	86.7	0.1	0.2	0.1	—	—	—	9.2	7.6	7.1
Michigan	81.2	79.9	72.7	—	—	—	—	—	—	17.8	18.9	19.1
Minnesota	89.9	87.6	82.6	—	—	—	—	—	—	9.0	10.3	11.6
Mississippi	86.7	84.2	87.8	—	—	—	—	—	—	10.6	9.8	—
Missouri	92.9	92.3	91.1	—	—	—	—	—	—	6.9	7.1	7.7
Montana	92.4	89.6	83.9	—	—	—	—	—	—	6.6	5.5	9.2
Nebraska	93.7	87.6	84.0	—	—	—	—	—	—	5.3	7.5	7.5
Nevada	93.0	91.6	89.8	—	—	—	—	—	—	6.4	7.3	6.8
New Hampshire	92.8	92.6	87.2	—	—	—	—	—	—	6.1	5.2	4.2
New Jersey	91.9	92.0	89.9	—	—	—	—	—	—	6.0	5.1	6.2
New Mexico	93.3	90.8	88.3	—	—	—	—	—	—	5.1	7.1	7.1
New York	91.3	88.1	82.6	—	—	—	—	—	—	6.3	6.7	5.3
North Carolina	77.2	73.4	72.9	0.3	0.3	0.2	16.7	19.0	13.1	5.4	6.1	5.6
North Dakota	80.8	72.2	66.8	—	—	—	10.8	16.9	17.6	7.7	9.1	11.2
Ohio	87.0	86.1	86.4	—	—	—	—	—	—	12.5	12.4	10.7
Oklahoma	55.6	48.3	45.9	—	—	—	36.2	43.4	48.4	6.9	6.2	7.8
Oregon	86.6	89.2	82.9	—	—	—	—	—	—	11.9	8.2	8.3
Pennsylvania	91.9	89.5	87.5	—	—	—	—	—	—	7.4	8.4	8.5
Puerto Rico	—	—	—	—	—	—	—	—	—	—	—	—
Rhode Island	95.2	93.0	89.6	—	—	—	—	—	—	3.6	4.5	3.1
South Carolina	94.5	95.5	91.2	—	—	—	—	—	—	5.2	3.2	4.9
South Dakota	93.0	89.4	87.1	—	—	—	—	—	—	6.7	10.3	12.2
Tennessee	91.5	87.5	89.9	—	—	—	—	—	—	7.1	9.5	6.2
Texas	63.6	60.1	56.7	—	—	—	29.3	32.6	34.5	6.4	6.2	6.1
Utah	92.4	84.8	68.0	—	—	—	—	—	—	7.3	11.1	22.7

See notes at end of exhibit.

**Exhibit 62. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state math assessments, by assessment type and state: School year 2007–08—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Vermont	89.7	90.3	82.5	—	—	—	—	—	—	8.5	6.7	6.1
Virginia	80.3	70.9	94.0	11.2	19.8	0.0	—	—	—	8.2	7.6	4.1
Washington	90.5	87.3	73.6	0.0	0.0	0.0	0.0	0.0	0.0	6.8	7.6	7.3
West Virginia	90.9	88.4	87.0	—	—	—	—	—	—	7.8	8.6	8.2
Wisconsin	89.9	88.7	87.9	0.0	0.0	0.0	0.0	0.0	0.0	8.8	9.4	8.1
Wyoming	92.6	91.1	87.7	—	—	—	—	—	—	5.9	6.7	9.1

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Regular assessment based on grade-level academic achievement standards is an assessment that is designed to measure the student's knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student's grade level.

<sup>b</sup>Alternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student's individualized education program (IEP) team makes the determination of whether a student is able to take the regular assessment.

<sup>c</sup>Alternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state's regular assessments.

<sup>d</sup>Alternate assessment based on modified academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP.

<sup>e</sup>Alternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. These assessments may yield results that measure the achievement standards that the state has defined under 34 CFR section 200.1(d). NOTE: Percentage for each state was calculated by dividing the number of students served under IDEA, Part B, by the state who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under IDEA, Part B, by the state who were in the grade level during or near the content area testing date, then multiplying the result by 100. Percentage for "All states" was calculated for all states with available data by dividing the number of students served under IDEA, Part B, by all states who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under IDEA, Part B, by all states who were in the grade level during or near the content area testing date, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: "Report of the Participation and Performance of Students With Disabilities on State Assessments," 2007–08. Data were accessed October, 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Math assessment data for school year 2007–08 were available for all states except Puerto Rico. All 52 of the states that reported data administered a *regular assessment based on grade-level academic achievement standards* to some students in grades 4, 8, and high school. All states that reported data except Connecticut and Mississippi also administered an *alternate assessment based on alternate academic achievement standards* to some students in grades 4, 8, and high school. Connecticut did not assess any student in grades 4, 8, or high school with this type of test, while Mississippi did not assess any student in high school with this type of test. Few states assessed any students with each of the other types of alternate assessment tests. Specifically, 45 states that reported assessment data did not assess any student in the fourth grade, eighth grade, or high school with an *alternate assessment based on grade-level academic achievement standards*. Forty-two states did not assess any student in grade 4 or high school with an *alternate assessment based on modified academic achievement standards*, and 43 states did not assess any student in grade 8 with this type of test.
- Of the four types of math assessment tests, the *regular assessment based on grade-level academic achievement standards* was administered to the largest percentages of the students with disabilities in grade 4 (85.3 percent), grade 8 (84.2 percent), and high school (81.9 percent) in “All states.” The *alternate assessment based on alternate academic achievement standards* was the second most prevalent type of math assessment test but accounted for only 7.5 percent, 8.3 percent, and 8.9 percent of the students in grades 4, 8, and high school, respectively, in “All states.”
- Larger percentages of fourth grade and eighth grade students took a *regular assessment based on grade-level academic achievement standards* than any other type of assessment in each of the 52 states for which data were available, and a larger percentage of high school students took a *regular assessment based on grade-level academic achievement standards* than any other type of assessment in 51 states. An *alternate assessment based on modified academic achievement standards* was the most prevalent type of assessment test administered to high school students in one state, Oklahoma, where 48.4 percent of high school students were administered this type of test.

*How did the states compare with regard to the percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type in school year 2007–08?*

**Exhibit 63. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and state: School year 2007–08**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
All states	84.0	84.7	81.6	0.5	0.6	0.1	6.7	4.0	3.9	7.6	8.3	8.0
Alabama	92.6	91.1	88.6	—	—	—	—	—	—	6.4	7.1	9.3
Alaska	93.6	92.6	86.2	—	—	—	—	—	—	4.5	5.4	8.3
Arizona	91.8	88.6	84.8	—	—	—	—	—	—	6.4	8.0	8.6
Arkansas	88.5	88.7	84.0	—	—	—	—	—	—	10.7	10.1	14.0
BIE schools	91.2	91.4	85.3	2.9	4.1	4.6	—	—	—	5.4	2.9	5.3
California	66.3	87.9	87.5	—	—	0.0	24.1	—	0.0	7.8	9.2	3.3
Colorado	89.1	88.0	84.7	—	—	—	—	—	—	9.4	8.8	9.9
Connecticut	88.7	88.7	82.5	9.4	7.7	9.0	—	—	—	—	—	—
Delaware	92.1	89.5	83.3	—	—	—	—	—	—	6.8	7.5	11.6
District of Columbia	88.0	88.1	82.4	—	—	—	—	—	—	8.8	6.9	8.1
Florida	91.5	86.1	79.2	—	—	—	—	—	—	7.0	9.8	10.8
Georgia	94.0	89.6	83.2	—	—	—	—	—	—	5.6	9.7	13.3
Hawaii	92.2	93.4	89.5	—	—	—	—	—	—	4.0	4.0	2.9
Idaho	91.1	89.4	88.7	—	—	—	—	—	—	8.1	9.6	9.1
Illinois	90.8	90.3	81.8	—	—	—	—	—	—	7.5	8.1	9.4
Indiana	101.1	91.4	81.9	—	—	—	—	—	—	4.6	6.7	6.8
Iowa	95.2	95.8	95.2	—	—	—	—	—	—	4.6	4.0	4.3
Kansas	71.4	70.6	67.9	—	—	—	21.5	22.4	21.0	6.8	6.2	9.2
Kentucky	93.3	89.8	88.9	—	—	—	—	—	—	6.7	10.2	11.1
Louisiana	85.0	69.9	72.7	—	—	—	9.9	20.3	12.4	4.9	9.0	13.1
Maine	94.3	90.5	82.5	—	—	—	—	—	—	5.0	7.1	9.4
Maryland	92.5	87.5	78.3	—	—	—	—	—	6.5	6.9	9.9	14.7
Massachusetts	89.5	89.8	87.2	0.1	0.1	0.1	—	—	—	9.2	7.2	7.1

See notes at end of exhibit.

**Exhibit 63. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and state: School year 2007–08—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Michigan	78.7	79.1	71.4	—	—	—	—	—	—	20.0	19.3	19.1
Minnesota	88.9	87.9	86.5	—	—	—	—	—	—	9.7	10.3	10.1
Mississippi	86.7	84.2	89.4	—	—	—	—	—	—	10.7	9.9	—
Missouri	92.9	92.3	91.4	—	—	—	—	—	—	6.9	7.1	7.5
Montana	92.3	91.0	82.8	—	—	—	—	—	—	6.6	5.5	9.2
Nebraska	93.7	89.8	89.5	—	—	—	—	—	—	5.2	7.4	7.1
Nevada	93.2	91.7	87.8	—	—	—	—	—	—	6.4	7.3	6.8
New Hampshire	92.9	92.8	87.8	—	—	—	—	—	—	6.1	5.2	4.2
New Jersey	91.4	92.5	90.2	—	—	—	—	—	—	6.2	5.0	6.5
New Mexico	92.8	90.5	88.4	—	—	—	—	—	—	5.4	7.3	7.0
New York	91.3	88.6	78.4	—	—	—	—	—	—	6.3	6.7	5.4
North Carolina	73.7	71.2	70.5	0.3	0.3	0.5	20.1	20.7	19.6	5.6	6.6	6.0
North Dakota	75.3	71.6	66.3	—	—	—	15.2	16.0	18.8	7.9	8.5	10.7
Ohio	86.9	86.2	86.3	—	—	—	—	—	—	12.4	12.4	10.7
Oklahoma	49.5	46.9	45.4	—	—	—	40.3	39.0	39.6	6.7	5.8	7.4
Oregon	84.3	89.1	84.4	—	—	—	—	—	—	14.4	8.2	8.2
Pennsylvania	91.7	89.2	87.4	—	—	—	—	—	—	7.4	8.4	8.5
Puerto Rico	—	—	—	—	—	—	—	—	—	—	—	—
Rhode Island	95.1	93.0	89.7	—	—	—	—	—	—	3.6	4.0	3.0
South Carolina	94.1	95.4	91.5	—	—	—	—	—	—	5.2	3.2	4.9
South Dakota	93.0	89.4	87.3	—	—	—	—	—	—	6.7	10.3	12.2
Tennessee	92.3	89.1	91.2	—	—	—	—	—	—	7.1	9.6	6.4
Texas	60.0	63.8	61.2	—	—	—	32.7	28.9	29.8	6.4	6.2	5.9
Utah	93.0	90.2	87.1	—	—	—	—	—	—	6.7	8.9	11.1
Vermont	89.5	90.4	83.7	—	—	—	—	—	—	8.6	6.9	6.0
Virginia	75.9	73.5	89.1	15.5	17.2	0.0	—	—	—	8.2	7.9	8.8

See notes at end of exhibit.

**Exhibit 63. Percentages of students served under IDEA, Part B, in grades 4, 8, and high school who participated in state reading assessments, by assessment type and state: School year 2007–08—Continued**

State	Regular assessment (grade-level standards) <sup>a</sup>			Alternate assessment <sup>b</sup>								
				Grade-level standards <sup>c</sup>			Modified standards <sup>d</sup>			Alternate standards <sup>e</sup>		
	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school	Grade 4	Grade 8	High school
Washington	90.4	87.7	72.9	0.0	0.0	0.0	0.0	0.0	0.0	6.9	7.3	7.3
West Virginia	90.9	88.2	86.9	—	—	—	—	—	—	7.8	8.6	8.2
Wisconsin	87.8	88.7	87.7	0.0	0.0	0.0	0.0	0.0	0.0	10.4	9.4	8.3
Wyoming	92.2	90.8	88.1	—	—	—	—	—	—	5.9	6.6	9.1

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Regular assessment based on grade-level academic achievement standards is an assessment that is designed to measure the student’s knowledge and skills in a particular subject matter based on academic achievement standards appropriate to the student’s grade level.

<sup>b</sup>Alternate assessment is an assessment that is designed to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student’s individualized education program (IEP) team makes the determination of whether a student is able to take the regular assessment.

<sup>c</sup>Alternate assessment based on grade-level academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities based on the same grade-level achievement standards measured by the state’s regular assessments.

<sup>d</sup>Alternate assessment based on modified academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with disabilities who access the general grade-level curriculum, but whose disabilities have precluded them from achieving grade-level proficiency and who (as determined by the IEP team) are not expected to achieve grade-level proficiency within the year covered by the IEP.

<sup>e</sup>Alternate assessment based on alternate academic achievement standards is an alternate assessment that is designed to measure the academic achievement of students with the most significant cognitive disabilities. These assessments may yield results that measure the achievement standards that the state has defined under 34 CFR section 200.1(d).

NOTE: Percentage for each state was calculated by dividing the number of students served under *IDEA*, Part B, by the state who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under *IDEA*, Part B, by the state who were in the grade level during or near the content area testing date, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students served under *IDEA*, Part B, by all states who were in the grade level and participated in the specific content area assessment and received a valid score and achievement level by the total number of students served under *IDEA*, Part B, by all states who were in the grade level during or near the content area testing date, then multiplying the result by 100. Percentages of students who participated in the regular reading assessments include students with limited English proficiency served under *IDEA*, Part B, who, at the time of the reading assessments, had been in the United States fewer than 12 months and took the English language proficiency tests in place of the regular reading assessments.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0659: “Report of the Participation and Performance of Students With Disabilities on State Assessments,” 2007–08. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- Reading assessment data for school year 2007–08 were available for every state except Puerto Rico. All 52 states that reported data administered a *regular assessment based on grade-level academic achievement standards* to some students in grades 4, 8, and high school. Every state except Connecticut and Mississippi also administered an *alternate assessment based on alternate academic achievement standards* to some students in grades 4, 8, and high school. Connecticut did not assess any student in grades 4, 8, or high school with this type of test, while Mississippi did not assess any student in high school with this type of test. Few states used each of the other types of alternate assessment tests. Specifically, 45 states did not assess any student in the fourth grade or the eighth grade with an *alternate assessment based on grade-level academic achievement standards*, and 44 states did not assess any student in high school with this type of test. An *alternate assessment based on modified academic achievement standard* was not used for any student in grade 4 by 43 states, for any student in grade 8 by 44 states, and for any student in high school by 42 states.
- Of the four types of reading assessment tests, the *regular assessment based on grade-level academic achievement standards* was administered to the largest percentages of the students with disabilities in “All states” in grade 4 (84.0 percent), grade 8 (84.7 percent), and high school (81.6 percent). The *alternate assessment based on alternate academic achievement standards* was the second most prevalent type of reading assessment test in “All states” but accounted for only 7.6 percent, 8.3 percent, and 8 percent of the students in grades 4, 8, and high school, respectively.
- Larger percentages of students in the fourth grade, eighth grade, and high school took a *regular assessment based on grade-level academic achievement standards* than any other type of assessment in each of the 52 states for which data were available.



## Part B Exiting

*How did the states compare with regard to the percentages of students ages 14 through 21 served under IDEA, Part B, exiting IDEA, Part B, and school by graduating or dropping out in 2007–08, and how did the percentages change between 2005–06 and 2007–08?*

**Exhibit 64. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who graduated with a regular high school diploma or dropped out of school, by year and state: 2005–06 and 2007–08**

State	2005–06 Percent		2007–08 Percent		Change between 2005–06 and 2007–08 <sup>a</sup>		Percent change between 2005–06 and 2007–08 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
All states	56.7	26.3	59.0	24.6	2.3	-1.7	4.10	-6.6
Alabama	24.1	36.3	30.0	26.2	5.9	-10.1	24.5	-27.7
Alaska	44.2	39.6	47.1	37.9	2.9	-1.7	6.6	-4.3
Arizona	50.4	46.4	70.4	28.6	20.0	-17.8	39.7	-38.3
Arkansas	78.8	19.3	78.9	18.7	0.1	-0.6	0.1	-2.9
BIE schools	x	x	52.1	39.6	x	x	x	x
California	59.6	32.5	50.9	21.5	-8.7	-11.0	-14.6	-33.9
Colorado	66.9	20.6	62.9	31.6	-3.9	11.0	-5.9	53.6
Connecticut	78.2	18.2	77.8	18.4	-0.4	0.2	-0.5	1.1
Delaware	66.6	25.8	51.7	38.5	-14.9	12.7	-22.3	49.2
District of Columbia	—	—	—	—	—	—	—	—
Florida	41.5	29.0	45.2	26.5	3.7	-2.5	8.9	-8.5
Georgia	30.9	32.1	37.3	27.8	6.4	-4.3	20.7	-13.4
Hawaii	82.7	x	79.2	4.4	-3.5	x	-4.2	x
Idaho	54.8	31.6	48.9	26.2	-5.9	-5.4	-10.7	-17.0
Illinois	72.5	24.5	74.0	24.2	1.5	-0.3	2.1	-1.2
Indiana	47.2	38.7	55.3	29.8	8.1	-8.9	17.2	-23.0
Iowa	69.4	26.3	70.9	26.2	1.4	0.0	2.1	-0.1
Kansas	71.6	27.0	70.2	27.9	-1.4	0.8	-2.0	3.1
Kentucky	64.0	27.9	67.4	23.3	3.4	-4.6	5.2	-16.5
Louisiana	27.2	45.4	26.6	45.9	-0.7	0.5	-2.5	1.1

See notes at end of exhibit.

**Exhibit 64. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who *graduated with a regular high school diploma* or *dropped out* of school, by year and state: 2005–06 and 2007–08—Continued**

State	2005–06 Percent		2007–08 Percent		Change between 2005–06 and 2007–08 <sup>a</sup>		Percent change between 2005–06 and 2007–08 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
Maine	65.4	29.6	69.8	25.3	4.4	-4.2	6.8	-14.3
Maryland	58.3	29.7	61.9	26.0	3.6	-3.7	6.1	-12.6
Massachusetts	68.0	25.1	68.7	23.6	0.7	-1.5	1.0	-6.0
Michigan	72.9	25.3	69.3	28.1	-3.6	2.8	-5.0	11.1
Minnesota	74.4	25.0	78.8	20.7	4.4	-4.3	5.9	-17.1
Mississippi	24.6	20.8	23.0	16.8	-1.6	-4.0	-6.4	-19.2
Missouri	69.7	27.6	73.0	24.6	3.2	-3.0	4.6	-10.9
Montana	68.7	30.3	69.0	30.2	0.4	-0.2	0.5	-0.5
Nebraska	74.3	19.3	73.6	21.4	-0.7	2.0	-1.0	10.5
Nevada	20.9	36.1	14.6	40.9	-6.3	4.8	-30.1	13.3
New Hampshire	51.9	46.5	65.8	29.2	13.9	-17.4	26.8	-37.3
New Jersey	74.5	23.7	77.5	20.6	3.0	-3.0	4.0	-12.8
New Mexico	55.7	x	57.6	14.9	2.0	x	3.5	x
New York	47.4	31.2	50.4	27.3	3.0	-4.0	6.3	-12.7
North Carolina	49.7	38.3	53.7	36.7	4.0	-1.6	8.0	-4.2
North Dakota	75.9	21.9	73.1	22.4	-2.8	0.5	-3.7	2.5
Ohio	36.8	11.5	34.6	12.9	-2.2	1.4	-6.0	11.8
Oklahoma	69.3	29.9	69.0	30.4	-0.4	0.5	-0.5	1.6
Oregon	44.6	32.9	46.5	27.7	1.9	-5.3	4.3	-16.0
Pennsylvania	89.3	9.5	86.6	12.2	-2.8	2.6	-3.1	27.7
Puerto Rico	55.1	29.2	51.8	38.7	-3.3	9.5	-6.1	32.4
Rhode Island	71.6	25.2	71.5	22.9	-0.1	-2.4	-0.1	-9.3
South Carolina	29.1	44.5	35.7	45.8	6.6	1.3	22.8	2.9
South Dakota	67.6	27.3	66.2	31.2	-1.4	3.9	-2.0	14.4
Tennessee	46.6	20.1	58.0	16.6	11.3	-3.6	24.3	-17.7
Texas	41.7	16.6	—	—	—	—	—	—
Utah	63.2	22.9	64.0	27.5	0.8	4.6	1.3	19.9
Vermont	65.9	30.1	—	—	—	—	—	—

See notes at end of exhibit.

**Exhibit 64. Percentages of students ages 14 through 21 exiting IDEA, Part B, and school, who *graduated with a regular high school diploma* or *dropped out* of school, by year and state: 2005–06 and 2007–08—Continued**

State	2005–06 Percent		2007–08 Percent		Change between 2005–06 and 2007–08 <sup>a</sup>		Percent change between 2005–06 and 2007–08 <sup>b</sup>	
	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>	Graduated <sup>c</sup>	Dropped out <sup>d</sup>
Virginia	39.2	17.8	42.3	16.0	3.1	-1.8	8.0	-10.2
Washington	66.4	31.2	66.2	30.8	-0.2	-0.4	-0.4	-1.4
West Virginia	65.7	29.4	65.0	27.4	-0.7	-2.1	-1.1	-7.0
Wisconsin	74.8	20.4	74.6	21.7	-0.2	1.3	-0.3	6.4
Wyoming	61.7	33.8	59.2	32.5	-2.5	-1.2	-4.1	-3.7

— Percentage cannot be calculated because data were not available.

x Percentage cannot be calculated because data were suppressed to limit disclosure.

<sup>a</sup>Change between 2005–06 and 2007–08 was calculated for each state and “All states” by subtracting the percentage for 2005–06 from the percentage for 2007–08. Due to rounding, it may not be possible to reproduce the difference from the values presented in the exhibit.

<sup>b</sup>Percent change between 2005–06 and 2007–08 was calculated for each state and “All states” by subtracting the percentage for 2005–06 from the percentage for 2007–08, dividing the difference by the percentage for 2005–06, then multiplying the result by 100. Due to rounding, it may not be possible to reproduce the percent change from the values presented in the exhibit.

<sup>c</sup>*Graduated with a regular high school diploma* refers to students ages 14 through 21 served under *IDEA*, Part B, who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities were eligible. These were students with disabilities who met the same standards for graduation as those for students without disabilities.

<sup>d</sup>*Dropped out* refers to students ages 14 through 21 served under *IDEA*, Part B, who were enrolled at the start of the reporting period, were not enrolled at the end of the reporting period, and did not exit special education through any other basis, such as *moved*, *known to be continuing* (see seven exit categories described below).

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved*, *known to be continuing* in education). The seven categories are mutually exclusive. This exhibit provides percentages for only two categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma* and *dropped out*). For data on all seven categories of exiters, see exhibit 65. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the exit category for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the exit category for the year by the total number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the five exit-from-both-special education-and-school categories for that year, then multiplying the result by 100. The percentages of students who exited special education and school by graduating and dropping out for the year as required under *IDEA* and included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*). The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under *ESEA*. For 2005–06, data are from the reporting period between July 1, 2005, and June 30, 2006. For 2007–08, data are from the reporting period between July 1, 2007, and June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children With Disabilities Exiting Special Education,” 2005–06 and 2007–08. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2007–08, the percentage of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *graduated with a regular high school diploma* was 59 percent for the 50 states (“All states”) for which data were available. In the following five states, less than 35 percent of the exiters *graduated with a regular high school diploma*: Ohio (34.6 percent), Alabama (30.0 percent), Louisiana (26.6 percent), Mississippi (23.0 percent), and Nevada (14.6 percent). In contrast, more than 75 percent of the exiters *graduated with a regular high school diploma* in the following six states: Pennsylvania (86.6 percent), Hawaii (79.2 percent), Arkansas (78.9 percent), Minnesota (78.8 percent), Connecticut (77.8 percent), and New Jersey (77.5 percent).
- Between 2005–06 and 2007–08, the percentage of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *graduated with a regular high school diploma* increased in 26 states and decreased in 23 states. In the following seven states, the percent change increase was larger than 15 percent: Arizona (39.7 percent), New Hampshire (26.8 percent), Alabama (24.5 percent), Tennessee (24.3 percent), South Carolina (22.8 percent), Georgia (20.7 percent), and Indiana (17.2 percent). However, none of these states had a graduation percentage in 2005–06 that was larger than the corresponding percentage for “All states” (56.7 percent). In two of the states in which the percentage of students who graduated decreased, the percent change decrease was larger than 20 percent. The states were Nevada (-30.1 percent) and Delaware (-22.3 percent). In Nevada, the percentage of students who *graduated with a regular high school diploma* in 2005–06 (20.9 percent) was less than the corresponding percentage for “All states” (56.7 percent).
- In 2007–08, the percentage of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *dropped out* was 24.6 percent for the 50 states (“All states”) for which data were available. In four of the states, less than 15 percent of the exiters *dropped out*. The four states were: New Mexico (14.9 percent), Ohio (12.9 percent), Pennsylvania (12.2 percent), and Hawaii (4.4 percent). In eight other states, more than 35 percent of the exiters *dropped out*. The eight states were Louisiana (45.9 percent), South Carolina (45.8 percent), Nevada (40.9 percent), BIE schools (39.6 percent), Puerto Rico (38.7 percent), Delaware (38.5 percent), Alaska (37.9 percent), and North Carolina (36.7 percent).
- Between 2005–06 and 2007–08, the percentage of students ages 14 through 21 who exited *IDEA*, Part B, and school by having *dropped out* decreased in 30 of the 47 states for which data were available. In the following five of these states, the percent change decrease was larger than 20 percent: Arizona (-38.3 percent), New Hampshire (-37.3 percent), California (-33.9 percent), Alabama (-27.7 percent), and Indiana (-23.0 percent). The dropout percentage in each of these states in 2005–06 was larger than the corresponding percentage for “All states” (26.3 percent). The percentages of exiters who *dropped out* in 2005–06 in these states were: 46.4 percent in Arizona, 46.5 percent in New Hampshire, 32.5 percent in California, 36.3 percent in Alabama, and 38.7 percent in Indiana. In the following four states, an increase of more than 20 percent was found: Colorado (53.6 percent), Delaware (49.2 percent), Puerto Rico (32.4 percent), and Pennsylvania (27.7 percent). Of these states, only Puerto Rico was associated with a dropout percentage in 2005–06 (29.2 percent) that was larger than the corresponding percentage for “All states” (26.3 percent).

*How did the states compare with regard to the percentage of students ages 14 through 21 who exited special education for specific reasons in 2007–08?*

**Exhibit 65. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2007–08**

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing
All states	34.4	8.4	14.3	0.9	0.2	8.2	33.6
Alabama	18.5	24.7	16.2	2.0	0.4	5.1	33.2
Alaska	31.2	8.8	25.1	x	x	10.8	23.0
Arizona	30.9	—	12.6	0.3	0.1	6.6	49.4
Arkansas	35.2	0.6	8.3	0.1	0.3	6.7	48.8
BIE schools	30.5	x	23.2	x	0.0	9.0	32.5
California	23.9	11.5	10.1	1.3	0.2	10.3	42.7
Colorado	31.3	1.8	15.7	0.6	0.2	9.4	41.0
Connecticut	54.6	0.6	12.9	1.8	0.2	17.9	11.9
Delaware	20.9	2.6	15.6	x	x	5.1	54.4
District of Columbia	—	—	—	—	—	—	—
Florida	22.0	13.6	12.9	0.0	0.2	5.7	45.7
Georgia	20.8	19.2	15.5	0.0	0.3	7.9	36.3
Hawaii	58.1	x	3.2	8.9	x	19.1	7.6
Idaho	25.3	10.7	13.6	1.9	0.2	16.5	31.7
Illinois	50.4	0.6	16.5	0.4	0.3	9.3	22.6
Indiana	30.3	7.2	16.3	0.5	0.4	6.9	38.4
Iowa	50.9	1.2	18.8	0.5	0.4	18.4	9.7
Kansas	41.1	—	16.3	0.9	0.2	13.1	28.4
Kentucky	38.3	4.8	13.2	0.3	0.2	8.7	34.4
Louisiana	17.1	17.2	29.6	—	0.6	20.0	15.5
Maine	33.4	1.6	12.1	0.5	0.2	20.3	31.9
Maryland	36.5	6.2	15.3	0.7	0.2	10.8	30.3
Massachusetts	56.4	3.4	19.4	2.9	0.2	0.3	17.6
Michigan	38.5	1.2	15.6	0.0	0.2	8.7	35.7
Minnesota	60.7	—	15.9	0.1	0.3	6.6	16.4
Mississippi	16.7	43.2	12.2	0.3	0.3	4.4	22.9
Missouri	46.9	0.1	15.8	1.1	0.4	11.1	24.7
Montana	43.0	0.3	18.8	x	x	12.8	24.9
Nebraska	56.3	0.6	16.4	2.7	0.5	20.0	3.4
Nevada	8.8	25.9	24.5	0.6	0.2	3.7	36.3
New Hampshire	39.5	1.8	17.5	0.8	0.4	14.4	25.6
New Jersey	54.2	—	14.4	1.1	0.2	4.7	25.3
New Mexico	40.8	19.3	10.5	x	x	11.0	18.2
New York	28.2	11.8	15.2	0.5	0.2	5.1	39.0
North Carolina	32.1	5.4	21.9	0.1	0.3	13.3	27.0
North Dakota	40.8	x	12.5	2.1	x	20.5	23.7

See notes at end of exhibit.

**Exhibit 65. Percentage of students ages 14 through 21 exiting IDEA, Part B, by exit reason and state: 2007–08—Continued**

State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died	Transferred to regular education	Moved, known to be continuing
Ohio	21.0	26.3	7.8	5.4	0.2	0.5	38.8
Oklahoma	42.1	—	18.6	0.2	0.2	5.2	33.7
Oregon	24.3	10.3	14.5	3.0	0.2	12.2	35.5
Pennsylvania	54.2	0.3	7.6	0.3	0.2	5.0	32.5
Puerto Rico	33.7	4.5	25.2	1.7	0.0	22.5	12.4
Rhode Island	38.5	0.8	12.3	1.9	0.3	12.0	34.1
South Carolina	20.8	9.0	26.7	1.6	0.2	6.9	34.8
South Dakota	25.9	—	12.2	x	x	24.0	36.8
Tennessee	29.9	12.3	8.5	0.6	0.3	6.4	42.0
Texas	—	—	—	—	—	—	—
Utah	39.9	4.3	17.1	0.8	0.2	7.9	29.7
Vermont	—	—	—	—	—	—	—
Virginia	26.3	25.3	10.0	0.4	0.2	8.4	29.4
Washington	35.9	1.4	16.7	x	x	—	45.8
West Virginia	41.3	4.5	17.4	x	x	7.1	29.4
Wisconsin	55.4	1.8	16.1	0.7	0.3	21.3	4.4
Wyoming	29.6	2.8	16.3	x	x	12.3	37.6

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing* in education). The seven categories are mutually exclusive. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All states” was calculated for all states with available data by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by all states who were reported in all the exiting categories, then multiplying the result by 100. Percentage for “All states” includes suppressed data. Data are from the reporting period between July 1, 2007, and June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children With Disabilities Exiting Special Education,” 2007–08. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2007–08, the percentage of students ages 14 through 21 exiting *IDEA*, Part B, by having *graduated with a regular high school diploma* was 34.4 percent for the 50 states (“All states”) for which data were available. This percentage was larger than the percentage for any of other exit category. Also, in 27 of the states, this category was associated with the largest percentage of students who exited special education. In 10 of those states, a majority of the students who exited special education was associated with this exit category. The 10 states were Minnesota (60.7 percent), Hawaii (58.1 percent), Massachusetts (56.4 percent), Nebraska (56.3 percent), Wisconsin (55.4 percent), Connecticut (54.6 percent), New Jersey (54.2 percent), Pennsylvania (54.2 percent), Iowa (50.9 percent), and Illinois (50.4 percent).

- The second most prevalent exit category for students ages 14 through 21 served under *IDEA*, Part B, who exited special education in 2007–08 was *moved, known to be continuing in education*. The percentage of students reported to have exited special education in this category by the 50 states (“All states”) for which data were available was 33.6 percent. In 21 of the states, this category accounted for the largest percentage of students who exited special education. Yet a majority of students who exited special education was associated with the category of *moved, known to be continuing* in education only in Delaware (54.4 percent).
- Two states presented somewhat distinct distributions of exit reasons for students ages 14 through 21 exiting *IDEA*, Part B, in 2007–08. In Mississippi, the largest percentage, representing 43.2 percent of such students, was reported as *received a certificate*. In Louisiana, the largest percentage of students who exited was associated with the *dropped out* category (29.6 percent).

*How did the states that used exit exams for students with disabilities and states that did not use exit exams in 2007–08 compare with respect to the following measures:*

1. *the percentage of students ages 14 through 21 exiting IDEA, Part B, and school by graduating with a regular high school diploma;*
2. *the percentage of students ages 14 through 21 exiting IDEA, Part B, and school by receiving a certificate of completion;*
3. *the percentage of students ages 14 through 21 exiting IDEA, Part B, and school by dropping out of school; and*
4. *the percentage of students ages 14 through 21 exiting IDEA, Part B, and school by reaching the maximum age for services?*

**Exhibit 66. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, by exit reason, status of the use of exit exams for students with disabilities, and state: 2007–08**

Status	State	Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died
Used exit exams <sup>a</sup>	Alabama	30.0	40.0	26.2	3.3	0.6
	Alaska	47.1	13.2	37.9	x	x
	Arizona	70.4	—	28.6	0.7	0.3
	California	50.9	24.4	21.5	2.7	0.5
	Florida	45.2	27.9	26.5	0.0	0.4
	Georgia	37.3	34.4	27.8	0.0	0.5
	Idaho	48.9	20.7	26.2	3.7	0.4
	Indiana	55.3	13.2	29.8	1.0	0.8
	Louisiana	26.6	26.6	45.9	—	0.9
	Massachusetts	68.7	4.1	23.6	3.5	0.2
	Mississippi	23.0	59.4	16.8	0.4	0.4
	Nevada	14.6	43.1	40.9	1.0	0.4
	New Jersey	77.5	—	20.6	1.6	0.3
	New Mexico	57.6	27.3	14.9	x	x
	New York	50.4	21.1	27.3	0.9	0.3
	North Carolina	53.7	9.0	36.7	0.1	0.5
	Ohio	34.6	43.2	12.9	8.9	0.3
	South Carolina	35.7	15.4	45.8	2.7	0.4
	Tennessee	58.0	23.8	16.6	1.1	0.5
	Texas	—	—	—	—	—
	Virginia	42.3	40.7	16.0	0.7	0.4
	Washington	66.2	2.6	30.8	x	x

See notes at end of exhibit.



**Exhibit 66. Percentage of students ages 14 through 21 exiting IDEA, Part B, and school, by exit reason, status of the use of exit exams for students with disabilities, and state: 2007–08—Continued**

Status		Graduated with a regular diploma	Received a certificate	Dropped out	Reached maximum age	Died
	State					
	Arkansas	78.9	1.4	18.7	0.3	0.7
	Colorado	62.9	3.6	31.6	1.3	0.5
	Connecticut	77.8	0.8	18.4	2.6	0.3
	Delaware	51.7	6.4	38.5	x	x
	District of Columbia	—	—	—	—	—
	Hawaii	79.2	x	4.4	12.2	x
	Illinois	74.0	0.9	24.2	0.6	0.4
	Iowa	70.9	1.6	26.2	0.7	0.5
	Kansas	70.2	—	27.9	1.5	0.4
	Kentucky	67.4	8.5	23.3	0.5	0.3
	Maine	69.8	3.4	25.3	1.1	0.4
	Maryland	61.9	10.6	26.0	1.1	0.4
	Michigan	69.3	2.2	28.1	0.0	0.4
Did not use exit exams <sup>a</sup>	Minnesota	78.8	—	20.7	0.1	0.3
	Missouri	73.0	0.1	24.6	1.7	0.6
	Montana	69.0	0.4	30.2	x	x
	Nebraska	73.6	0.8	21.4	3.6	0.6
	New Hampshire	65.8	3.0	29.2	1.4	0.6
	North Dakota	73.1	x	22.4	3.8	x
	Oklahoma	69.0	—	30.4	0.3	0.4
	Oregon	46.5	19.8	27.7	5.7	0.4
	Pennsylvania	86.6	0.5	12.2	0.4	0.3
	Rhode Island	71.5	1.6	22.9	3.6	0.5
	South Dakota	66.2	—	31.2	x	x
	Utah	64.0	6.9	27.5	1.3	0.3
	Vermont	—	—	—	—	—
	West Virginia	65.0	7.1	27.4	x	x
	Wisconsin	74.6	2.4	21.7	1.0	0.4
	Wyoming	59.2	5.6	32.5	x	x

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Percentage cannot be calculated because data were not available.

<sup>a</sup>Exit exams are state exams that high school students must pass to receive a high school diploma. These exams are minimum competency tests that ensure that students graduate from high school with the knowledge and skills needed to succeed in postsecondary education programs, employment, and as citizens.

NOTE: The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education* and *moved, known to be continuing in education*). The seven categories are mutually exclusive. This exhibit provides percentages for the five categories of exiters from both special education and school. For data on all seven categories of exiters, see exhibit 65. Percentage for each state was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the exit reason category by the total number of students ages 14 through 21 served under *IDEA*, Part B, by the state who were reported in the five exit-from-both-special education-and-school

- The distribution of students ages 14 through 21 exiting *IDEA*, Part B, and school by exit reason in 2007–08 was different for the 21 states that used exit exams for students with disabilities and the 27 states that did not use exit exams. The most pronounced differences concerned the *graduated with a regular high school diploma* category and the *received a certificate* category. Of the exiting categories, *graduated with a regular high school diploma* was associated with the largest percentage of exiting students in 15 of the 21 states that did use exit exams and in all 27 of the states that did not use exit exams. In 26 of the 27 states that did not use exit exams the percentage of exiters classified as *graduated with a regular high school diploma* accounted for the majority of the exiters. In five of those states, this percentage represented more than 75 percent of the exiting students. The five states were Pennsylvania (86.6 percent), Hawaii (79.2 percent), Arkansas (78.9 percent), Minnesota (78.8 percent), and Connecticut (77.8 percent). The percentage of exiters classified as *graduated with a regular high school diploma* represented a majority of exiting students in 2007–08 in only ten of the states that used exit exams. The percentage exceeded 70 percent of the exiting students in only two of those states: New Jersey (77.5 percent) and Arizona (70.4 percent).
- In four states that used exit exams during 2007–08, the largest percentage of exiters was associated with the *received a certificate* category. The four states were: Mississippi (59.4 percent), Ohio (43.2 percent), Nevada (43.1 percent), and Alabama (40.0 percent). In two other states that used exit exams, the *dropped out* category accounted for the largest percentage of exiters. The two states were Louisiana (45.9 percent) and South Carolina (45.8 percent).

categories, then multiplying the result by 100. Information about Puerto Rico and BIE schools was not available in the data source used to classify states regarding the use of exit exams. Exiting data are from the reporting period between July 1, 2007, and June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0521: “Report of Children With Disabilities Exiting Special Education,” 2007–08. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>. University of Minnesota, National Center on Educational Outcomes, *Earning a High School Diploma through Alternative Routes (Synthesis Report 76)*, 2010, table 1. Available at <http://www.cehd.umn.edu/NCEO/OnlinePubs/Synthesis76/Synthesis76.pdf> (accessed Jan. 2012).

## Part B Personnel

*How did the states compare with regard to the following ratios in 2007:*

- 1. the number of all full-time equivalent (FTE) special education teachers employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B;*
- 2. the number of FTE highly qualified special education teachers employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B; and*
- 3. the number of FTE not highly qualified special education teachers employed to provide special education and related services for students ages 6 through 21 per 100 students served under IDEA, Part B?*

**Exhibit 67. Number of full-time equivalent (FTE) special education teachers employed to provide special education and related services for students ages 6 through 21, per 100 students served under IDEA, Part B, by qualification status and state: Fall 2007**

State	All FTE special education teachers	FTE highly qualified <sup>a</sup> special education teachers	FTE not highly qualified special education teachers
	Per 100 students		
All states	6.5	5.9	0.6
Alabama	7.0	6.3	0.7
Alaska	6.1	5.2	0.9
Arizona	6.0	5.3	0.8
Arkansas	7.0	6.5	0.6
BIE schools	7.1	6.6	0.6
California	3.4	3.0	0.4
Colorado	6.8	6.1	0.7
Connecticut	8.3	8.2	0.1
Delaware	8.8	4.7	4.1
District of Columbia	5.4	4.2	1.2
Florida	4.6	2.9	1.7
Georgia	9.6	9.0	0.6
Hawaii	10.6	7.9	2.7
Idaho	4.4	3.9	0.5
Illinois	7.0	7.0	#
Indiana	4.5	4.3	0.2
Iowa	9.0	9.0	0.0
Kansas	7.1	4.8	2.3
Kentucky	7.4	7.2	0.2
Louisiana	8.0	5.8	2.1
Maine	7.3	6.7	0.6
Maryland	9.5	6.3	3.2
Massachusetts	3.9	3.7	0.2

See notes at end of exhibit.

**Exhibit 67. Number of full-time equivalent (FTE) *special education teachers* employed to provide special education and related services for students ages 6 through 21, per 100 students served under IDEA, Part B, by qualification status and state: Fall 2007—Continued**

State	All FTE special education teachers	FTE highly qualified <sup>a</sup> special education teachers	FTE not highly qualified special education teachers
	Per 100 students		
Michigan	5.8	5.6	0.2
Minnesota	7.2	6.9	0.3
Mississippi	1.8	1.3	0.5
Missouri	7.3	7.1	0.2
Montana	5.1	5.0	0.1
Nebraska	5.8	5.5	0.3
Nevada	6.3	5.6	0.7
New Hampshire	9.1	9.1	0.0
New Jersey	8.2	7.9	0.3
New Mexico	9.1	8.9	0.2
New York	10.5	9.4	1.1
North Carolina	6.2	6.0	0.2
North Dakota	7.7	7.6	0.1
Ohio	8.5	8.3	0.1
Oklahoma	3.7	3.6	0.1
Oregon	4.3	2.0	2.3
Pennsylvania	7.6	7.2	0.5
Puerto Rico	5.5	5.2	0.3
Rhode Island	8.9	8.8	0.1
South Carolina	6.3	5.8	0.4
South Dakota	4.3	4.2	0.1
Tennessee	6.0	5.4	0.6
Texas	5.1	4.9	0.2
Utah	4.7	3.9	0.8
Vermont	—	—	—
Virginia	9.1	7.8	1.3
Washington	4.8	4.6	0.1
West Virginia	6.6	5.9	0.8
Wisconsin	7.0	6.8	0.2
Wyoming	3.9	3.5	0.4

# Ratio was non-zero, but smaller than 5 per 10,000 students.

— Ratio cannot be calculated because data were not available.

<sup>a</sup>*Special education teachers* reported as highly qualified met the state standard for highly qualified based on the criteria identified in 20 U.S.C. section 1401(10). For highly qualified *special education teachers*, the term “highly qualified” has the same meaning given the term in section 9101 of the *Elementary and Secondary Education Act of 1965*, as amended (*ESEA*), except that such term also includes the requirements described in section 602(10)(B) of *IDEA*, and the option for teachers to meet the requirements of section 9101 of *ESEA*, by meeting the requirements of section 602(10)(C) or (D) of *IDEA* [20 U.S.C. section 1401(10)].

NOTE: Ratio for each state was calculated by dividing the number of all FTE *special education teachers*, FTE highly qualified *special education teachers*, or FTE not highly qualified *special education teachers* employed to provide special education and related services for students ages 6 through 21 by the state by the total number of students ages 6 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 100. Ratio for “All states” was calculated for

- In 2007, there were 6.5 FTE *special education teachers* (including those who were highly qualified and not highly qualified) employed to provide special education and related services for students ages 6 through 21 per 100 students served under *IDEA*, Part B, for the 52 states (“All states”) for which data were available. A ratio larger than 9 FTE *special education teachers* per 100 students was found in the following seven states: Hawaii (10.6 FTEs per 100 students), New York (10.5 FTEs per 100 students), Georgia (9.6 FTEs per 100 students), Maryland (9.5 FTEs per 100 students), Virginia (9.1 FTEs per 100 students), New Hampshire (9.1 FTEs per 100 students), and New Mexico (9.1 FTEs per 100 students). In contrast, a ratio smaller than 4 FTE *special education teachers* per 100 students was found in the following five states: Massachusetts (3.9 FTEs per 100 students), Wyoming (3.9 FTEs per 100 students), Oklahoma (3.7 FTEs per 100 students), California (3.4 FTEs per 100 students), and Mississippi (1.8 FTEs per 100 students).
- In 2007, there were 5.9 FTE highly qualified *special education teachers* employed to provide special education and related services for students ages 6 through 21 per 100 students served under *IDEA*, Part B, in “All states.” A ratio of 8 or more FTE highly qualified *special education teachers* per 100 students was found in the following eight states: New York (9.4 FTEs per 100 students), New Hampshire (9.1 FTEs per 100 students), Georgia (9.0 FTEs per 100 students), Iowa (9.0 FTEs per 100 students), New Mexico (8.9 FTEs per 100 students), Rhode Island (8.8 FTEs per 100 students), Ohio (8.3 FTEs per 100 students), and Connecticut (8.2 FTEs per 100 students). Yet a ratio smaller than 4 FTE highly qualified *special education teachers* per 100 students was found in the following nine states: Idaho (3.9 FTEs per 100 students), Utah (3.9 FTEs per 100 students), Massachusetts (3.7 FTEs per 100 students), Oklahoma (3.6 FTEs per 100 students), Wyoming (3.5 FTEs per 100 students), California (3.0 FTEs per 100 students), Florida (2.9 FTEs per 100 students), Oregon (2.0 FTEs per 100 students), and Mississippi (1.3 FTEs per 100 students).
- In 2006, there was 0.6 FTE not highly qualified *special education teacher* employed to provide special education and related services for students ages 6 through 21 per 100 students served under *IDEA*, Part B, in “All states.” The ratio was smaller than 2 FTE not highly qualified *special education teachers* per 100 students in all but the following six states: Delaware (4.1 FTEs per 100 students), Maryland (3.2 FTEs per 100 students), Hawaii (2.7 FTEs per 100 students), Kansas (2.3 FTEs per 100 students), Oregon (2.3 FTEs per 100 students), and Louisiana (2.1 FTEs per 100 students).

all states with available data by dividing the number of all FTE *special education teachers*, FTE highly qualified *special education teachers*, or FTE not highly qualified *special education teachers* employed to provide special education and related services for students ages 6 through 21 by all states by the total number of students ages 6 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 100.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0518: “Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children With Disabilities,” 2007. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2007. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

## Children and Students Ages 3 Through 21 Served Under *IDEA*, Part B

### Part B Discipline

*How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses during the 2007–08 school year?*

**Exhibit 68. Number of children and students ages 3 through 21 served under IDEA, Part B, removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2007–08**

State	Number removed to an interim alternative educational setting <sup>a</sup> by school personnel per 10,000 served <sup>b</sup>
All states	16
Alabama	10
Alaska	x
Arizona	58
Arkansas	6
BIE schools	x
California	3
Colorado	37
Connecticut	3
Delaware	x
District of Columbia	195
Florida	2
Georgia	11
Hawaii	0
Idaho	16
Illinois	7
Indiana	46
Iowa	1
Kansas	78
Kentucky	4
Louisiana	18
Maine	1
Maryland	4
Massachusetts	3
Michigan	13
Minnesota	2
Mississippi	12
Missouri	19
Montana	36
Nebraska	3
Nevada	32

See notes at end of exhibit.

**Exhibit 68. Number of children and students ages 3 through 21 served under IDEA, Part B, removed unilaterally to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2007–08—Continued**

State	Number removed to an interim alternative educational setting <sup>a</sup> by school personnel per 10,000 served <sup>b</sup>
New Hampshire	2
New Jersey	1
New Mexico	5
New York	12
North Carolina	5
North Dakota	6
Ohio	2
Oklahoma	20
Oregon	1
Pennsylvania	39
Puerto Rico	—
Rhode Island	3
South Carolina	17
South Dakota	12
Tennessee	16
Texas	53
Utah	35
Vermont	—
Virginia	4
Washington	59
West Virginia	2
Wisconsin	3
Wyoming	10

x Ratio cannot be calculated because data were suppressed to limit disclosure.

— Ratio cannot be calculated because data were not available.

<sup>a</sup>An appropriate setting determined by the child's/student's individualized education program (IEP) team in which the child/student is placed for no more than 45 school days. This setting enables the child/student to continue to progress in the general curriculum; to continue to receive the services and modifications, including those described in the child's/student's current IEP; and to meet the goals set out in the IEP. Setting includes services and modifications to address the problem behavior and to prevent the behavior from recurring.

<sup>b</sup>Instances in which school personnel (not the IEP team) order the removal of children and students with disabilities from their current educational placement to an appropriate interim alternative educational setting (IAES) for not more than 45 school days. NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for "All states" was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states who were removed to an IAES by school personnel for drug, weapons, or serious bodily injury offenses by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. Ratio for "All states" includes suppressed data. The numerator is based on data from the entire 2007–08 school year, whereas the denominator is based on point-in-time data from fall 2007.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2007 by the 50 states (“All states”) for which data were available, 16 were removed to an interim alternative educational setting by school personnel for offenses involving drugs, weapons, or serious bodily injury to others in school year 2007–08.
- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who were removed to an interim alternative educational setting by school personnel for drug, weapons, or serious bodily injury offenses during school year 2007–08 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2007 in the 48 states for which data were available and not suppressed, ranged from zero to 195. In five states, fewer than 2 per 10,000 children and students served were removed to an interim alternative educational by school personnel. The states were Hawaii, Iowa, Maine, New Jersey, and Oregon. In the following five states, more than 50 per 10,000 children and students were removed to an interim alternative educational by school personnel: the District of Columbia (195 per 10,000 children and students), Kansas (78 per 10,000 children and students), Washington (59 per 10,000 children and students), Arizona (58 per 10,000 children and students), and Texas (53 per 10,000 children and students).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children With Disabilities Subject to Disciplinary Removal,” 2007–08. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2007. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.



*How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, who were suspended out of school or expelled for more than 10 days during the 2007–08 school year?*

**Exhibit 69. Number of children and students ages 3 through 21 served under IDEA, Part B, suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2007–08**

State	Number suspended out of school or expelled for more than 10 days per 10,000 served <sup>a</sup>
All states	120
Alabama	98
Alaska	171
Arizona	80
Arkansas	85
BIE schools	85
California	70
Colorado	123
Connecticut	233
Delaware	204
District of Columbia	118
Florida	169
Georgia	160
Hawaii	162
Idaho	13
Illinois	106
Indiana	104
Iowa	48
Kansas	71
Kentucky	25
Louisiana	77
Maine	93
Maryland	163
Massachusetts	85
Michigan	203
Minnesota	116
Mississippi	626
Missouri	215
Montana	53
Nebraska	150
Nevada	260
New Hampshire	98
New Jersey	48
New Mexico	27
New York	114
North Carolina	235

See notes at end of exhibit.

**Exhibit 69. Number of children and students ages 3 through 21 served under IDEA, Part B, suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, by state: School year 2007–08—Continued**

State	Number suspended out of school or expelled for more than 10 days per 10,000 served <sup>a</sup>
North Dakota	12
Ohio	140
Oklahoma	119
Oregon	91
Pennsylvania	78
Puerto Rico	—
Rhode Island	105
South Carolina	186
South Dakota	22
Tennessee	143
Texas	7
Utah	45
Vermont	—
Virginia	262
Washington	175
West Virginia	167
Wisconsin	150
Wyoming	43

— Ratio cannot be calculated because data were not available.

<sup>a</sup>The children and students reported in this category are those subject to multiple short-term suspensions/expulsions summing to more than 10 days during the school year, those subject to single suspension(s)/expulsion(s) over 10 days during the school year, and those subject to both.

NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. The numerator is based on data from the entire 2007–08 school year, whereas the denominator is based on point-in-time data from fall 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children With Disabilities Subject to Disciplinary Removal,” 2007–08. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2007. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2007 by the 51 states (“All states”) for which data were available, 120 were suspended out of school or expelled for more than 10 days during the 2007–08 school year.
- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who were suspended out of school or expelled for more than 10 days during school year 2007–08 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 2007 in the individual states, ranged from 7 to 626. In the following six states, fewer than 40 children and

students were suspended or expelled out of school for more than 10 days for every 10,000 served: New Mexico (27 per 10,000 children and students), Kentucky (25 per 10,000 children and students), South Dakota (22 per 10,000 children and students), Idaho (13 per 10,000 children and students), North Dakota (12 per 10,000 children and students), and Texas (7 per 10,000 children and students). In the following eight states, for every 10,000 children and students served in 2007, more than 200 were suspended out of school or expelled for more than 10 days during school year 2007–08: Mississippi (626 per 10,000 children and students), Virginia (262 per 10,000 children and students), Nevada (260 per 10,000 children and students), North Carolina (235 per 10,000 children and students), Connecticut (233 per 10,000 children and students), Missouri (215 per 10,000 children and students), Delaware (204 per 10,000 children and students), and Michigan (203 per 10,000 children and students).

*How did the states compare with regard to the number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of emotional disturbance who were suspended out of school or expelled for more than 10 days during the 2007–08 school year?*

**Exhibit 70. Number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by state: School year 2007–08**

State	Number suspended out of school or expelled for more than 10 days per 10,000 served <sup>a</sup>
All states	439
Alabama	408
Alaska	820
Arizona	275
Arkansas	x
BIE schools	x
California	257
Colorado	475
Connecticut	776
Delaware	802
District of Columbia	265
Florida	660
Georgia	491
Hawaii	499
Idaho	x
Illinois	365
Indiana	452
Iowa	47
Kansas	274
Kentucky	170
Louisiana	x
Maine	289
Maryland	528
Massachusetts	234
Michigan	626
Minnesota	521
Mississippi	x
Missouri	955
Montana	x
Nebraska	768
Nevada	703
New Hampshire	306
New Jersey	209
New Mexico	x
New York	468
North Carolina	x

See notes at end of exhibit.

**Exhibit 70. Number of children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during the school year, per 10,000 children and students ages 3 through 21 served under IDEA, Part B, reported under the category of *emotional disturbance*, by state: School year 2007–08 —Continued**

State	Number suspended out of school or expelled for more than 10 days per 10,000 served <sup>a</sup>
North Dakota	x
Ohio	518
Oklahoma	385
Oregon	318
Pennsylvania	265
Puerto Rico	—
Rhode Island	332
South Carolina	x
South Dakota	x
Tennessee	497
Texas	18
Utah	263
Vermont	—
Virginia	870
Washington	873
West Virginia	789
Wisconsin	426
Wyoming	164

x Ratio cannot be calculated because data were suppressed to limit disclosure.

— Ratio cannot be calculated because data were not available.

<sup>a</sup>The children and students reported in this category are those subject to multiple short-term suspensions/expulsions summing to more than 10 days during the school year, those subject to single suspension(s)/expulsion(s) over 10 days during the school year, and those subject to both.

NOTE: Ratio for each state was calculated by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state under the category of *emotional disturbance*, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance* who were suspended out of school or expelled for more than 10 days by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states under the category of *emotional disturbance*, then multiplying the result by 10,000. Ratio for “All states” includes suppressed data. The numerator is based on data from the entire 2007–08 school year, whereas the denominator is based on point-in-time data from fall 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0621: “Report of Children With Disabilities Subject to Disciplinary Removal,” 2007–08. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2007. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- For every 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* in 2007 by the 51 states (“All states”) for which data were available, 439 were suspended out of school or expelled for more than 10 days during school year 2007–08.

- The numbers of children and students ages 3 through 21 served under *IDEA*, Part B, who were reported under the category of *emotional disturbance* and suspended out of school or expelled for more than 10 days during school year 2007–08 per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, reported under the category of *emotional disturbance* in 2007, in the 40 states for which data were available and not suppressed, ranged from 180 to 955. In the following four states, fewer than 200 out every 10,000 such students served in 2007 were suspended or expelled for more than 10 days during school year 2007–08: Kentucky (170 per 10,000 children and students), Wyoming (164 per 10,000 children and students), Iowa (47 per 10,000 children and students), and Texas (18 per 10,000 children and students). In the following five states, more than 800 such students were suspended out of school or expelled for more than 10 days during school year 2007–08 for every 10,000 served in 2007: Missouri (955 per 10,000 children and students), Washington (873 per 10,000 children and students), Virginia (870 per 10,000 children and students), Alaska (820 per 10,000 children and students), and Delaware (802 per 10,000 children and students).

## Part B Dispute Resolution

Unlike the other Part B data collections, which are associated with a specific group of Part B participants defined by the participants' ages, the Part B dispute resolution data collection is associated with all children and students served under *IDEA*, Part B. These children and students include individuals ages 3 through 21, as well as older individuals, as states have the option of serving students 22 years of age and older.<sup>17</sup> The Part B legal disputes and resolution data represent all complaints associated with any participant in Part B during the 12 months during which the data were collected. Nevertheless, since children and students ages 3 through 21 served under *IDEA*, Part B, account for nearly all of the participants in Part B in all states, the count for children and students ages 3 through 21 served as of the state-designated date for the year was deemed a meaningful basis for creating a ratio by which to compare the volume of Part B disputes that occurred in the individual states during the year. For an overview of the Part B dispute resolution process, see the Section I discussion of these same data at the national level.

*How did the states compare with regard to the following ratios in 2007–08:*

1. *the number of written, signed complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;*
2. *the number of due process complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served; and*
3. *the number of mediation requests for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served?*

**Exhibit 71. Numbers of written, signed complaints; due process complaints; and mediation requests for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2007–08**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students		
All states	8	31	14
Alabama	3	12	9
Alaska	3	12	7
Arizona	12	4	3
Arkansas	2	1	3
BIE schools	3	7	3
California	15	36	39
Colorado	1	3	5
Connecticut	22	30	37

See notes at end of exhibit.

<sup>17</sup> In 2007, a total of 346 students ages 22 and older participated in Part B.

**Exhibit 71. Numbers of *written, signed complaints*; *due process complaints*; and *mediation requests* for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2007–08—Continued**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students		
Delaware	7	8	7
District of Columbia	6	3,002	10
Florida	3	4	5
Georgia	2	7	5
Hawaii	11	54	4
Idaho	8	5	2
Illinois	4	11	7
Indiana	8	4	3
Iowa	1	1	5
Kansas	5	5	4
Kentucky	2	2	2
Louisiana	3	4	2
Maine	10	10	27
Maryland	8	31	30
Massachusetts	22	37	54
Michigan	12	4	5
Minnesota	7	3	6
Mississippi	1	4	4
Missouri	6	7	1
Montana	2	1	1
Nebraska	1	1	2
Nevada	2	10	1
New Hampshire	19	26	4
New Jersey	11	36	25
New Mexico	9	4	3
New York	8	134	9
North Carolina	6	3	5
North Dakota	3	0	1
Ohio	7	6	8
Oklahoma	7	3	3
Oregon	7	4	11
Pennsylvania	10	27	11
Puerto Rico	8	171	86
Rhode Island	24	12	41
South Carolina	5	2	0
South Dakota	11	1	3
Tennessee	11	5	2
Texas	9	6	6

See notes at end of exhibit.



**Exhibit 71. Numbers of *written, signed complaints*; *due process complaints*; and *mediation requests* for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by state: 2007–08—Continued**

State	Written, signed complaints <sup>a</sup>	Due process complaints <sup>b</sup>	Mediation requests <sup>c</sup>
	Per 10,000 children and students		
Utah	2	1	1
Vermont	—	—	—
Virginia	8	5	8
Washington	5	10	5
West Virginia	9	4	2
Wisconsin	8	3	7
Wyoming	8	3	6

— Ratio cannot be calculated because data were not available.

<sup>a</sup>A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state education agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. The total number of *written, signed complaints* in 2007–08 was 5,577.

<sup>b</sup>A *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability, or to the provision of a free appropriate public education to the child. Beginning with the 2007–08 Part B dispute resolution data collection, the hearing requests category used in previous years was renamed due process complaints, but its definition remained unchanged. The total number of *hearing requests* in 2007–08 was 20,503.

<sup>c</sup>A *mediation request* is a request by a party to a dispute involving any matter under Part B of *IDEA* to meet with a qualified and impartial mediator to resolve the dispute. The total number of *mediation requests* in 2007–08 was 9,536.

NOTE: Ratio for each state was calculated by dividing the number of *written, signed complaints*; *due process complaints*; or *mediation requests* reported by the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of *written, signed complaints*; *due process complaints*; or *mediation requests* reported by all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, and then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2007, and June 30, 2008, whereas the denominator is based on point-in-time data from fall 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2007–08. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2007. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

- In 2007–08, there were 8 *written, signed complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratios in the 52 states ranged from 1 per 10,000 in Colorado, Iowa, Mississippi, and Nebraska to more than 20 per 10,000 in Rhode Island (24 per 10,000 children and students), Massachusetts (22 per 10,000 children and students), and Connecticut (22 per 10,000 children and students).
- In 2007–08, there were 31 *due process complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratio was 50 or more *due process complaints* per 10,000 children and students in the following four states: the District of Columbia (3,002 per 10,000 children and students), Puerto Rico (171 per 10,000 children and students), New York (134 per 10,000 children and students), and Hawaii (54 per 10,000 children and students). In contrast, the ratio in the following six states was 1 per 10,000: South Dakota, Arkansas, Iowa, Nebraska, Montana, and Utah. Additionally, there were no requests in North Dakota.

- In 2007–08, there were 14 *mediation requests* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. There were more than 40 *mediation requests* per 10,000 children and students in the following three of the 52 states: Puerto Rico (86 per 10,000 children and students), Massachusetts (54 per 10,000 children and students), and Rhode Island (41 per 10,000 children and students). Yet the ratio was 1 request per 10,000 children and students in Nevada, Missouri, Utah, North Dakota, and Montana. In South Carolina there were no requests.

How did the states compare with regard to the following ratios in 2007–08:

1. *the number of written, signed complaints with reports issued for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;*
2. *the number of written, signed complaints withdrawn or dismissed for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served;*
3. *the number of due process complaints that resulted in hearings (fully adjudicated) for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served; and*
4. *the number of due process complaints resolved without a hearing for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served?*

**Exhibit 72. Numbers of complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by complaint status and state: 2007–08**

State	Complaints with reports issued <sup>a</sup>	Complaints withdrawn or dismissed <sup>b</sup>	Complaints that resulted in hearings (fully adjudicated) <sup>c</sup>	Complaints resolved without a hearing <sup>d</sup>
	Per 10,000 children and students			
All states	6	2	6	18
Alabama	3	1	1	8
Alaska	3	0	3	7
Arizona	10	2	#	2
Arkansas	1	#	0	1
BIE schools	1	0	1	3
California	13	3	1	9
Colorado	1	0	#	2
Connecticut	16	6	3	27
Delaware	4	3	1	7
District of Columbia	5	2	1,214	957
Florida	1	1	#	3
Georgia	2	#	#	6
Hawaii	10	0	9	21
Idaho	6	3	#	4
Illinois	2	1	1	7
Indiana	7	1	#	4
Iowa	#	1	0	1
Kansas	4	2	#	4
Kentucky	1	1	0	1
Louisiana	1	1	#	4
Maine	4	6	2	8
Maryland	7	1	3	28
Massachusetts	14	6	1	36

See notes at end of exhibit.

**Exhibit 72. Numbers of complaints for children and students served under IDEA, Part B, per 10,000 children and students ages 3 through 21 served, by complaint status and state: 2007–08—Continued**

State	Complaints with reports issued <sup>a</sup>	Complaints withdrawn or dismissed <sup>b</sup>	Complaints that resulted in hearings (fully adjudicated) <sup>c</sup>	Complaints resolved without a hearing <sup>d</sup>
	Per 10,000 children and students			
Michigan	10	1	#	2
Minnesota	5	3	#	2
Mississippi	1	#	#	4
Missouri	5	1	#	4
Montana	1	2	1	0
Nebraska	#	#	#	#
Nevada	1	#	#	9
New Hampshire	11	6	5	0
New Jersey	6	4	4	33
New Mexico	4	6	1	3
New York	7	1	12	102
North Carolina	4	2	#	2
North Dakota	2	1	0	0
Ohio	3	5	#	5
Oklahoma	7	#	#	3
Oregon	4	3	0	3
Pennsylvania	6	4	3	21
Puerto Rico	7	1	84	77
Rhode Island	21	2	#	9
South Carolina	4	1	#	2
South Dakota	9	2	0	1
Tennessee	10	#	#	4
Texas	4	5	1	5
Utah	2	0	0	1
Vermont	—	—	—	—
Virginia	6	2	1	4
Washington	4	1	1	8
West Virginia	5	3	1	1
Wisconsin	6	2	#	1
Wyoming	6	1	1	0

— Ratio cannot be calculated because data were not available.

# Ratio was non-zero, but smaller than 5 per 100,000 children and students.

<sup>a</sup>A complaint with a report issued refers to a written decision that was provided by the state education agency to the complainant and local education agency regarding alleged violations of a requirement of Part B of *IDEA*. The total number of complaints with reports issued in 2007–08 was 3,961.

<sup>b</sup>A complaint withdrawn or dismissed refers to a written, signed complaint that was withdrawn by the complainant for any reason or that was dismissed by the state education agency because none of the allegations in the complaint addressed violations of a requirement of Part B of *IDEA*. The total number of complaints withdrawn or dismissed in 2007–08 was 1,462.

<sup>c</sup>A *due process complaint* hearing is fully adjudicated when a hearing officer conducts a hearing, reaches a final decision regarding matters of law and fact, and issues a written decision to the parent and public agency. The total number of fully adjudicated hearings in 2007–08 was 4,048.

- In 2007–08, there were 6 *written, signed complaints* with reports issued per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. The ratio was at least 10 per 10,000 in the following nine states: Rhode Island (21 per 10,000 children and students), Connecticut (16 per 10,000 children and students), Massachusetts (14 per 10,000 children and students), California (13 per 10,000 children and students), New Hampshire (11 per 10,000 children and students), Hawaii (10 per 10,000 children and students), Michigan (10 per 10,000 children and students), Arizona (10 per 10,000 children and students), and Tennessee (10 per 10,000 children and students). Yet in Nebraska and Iowa, the ratio was smaller than 1 *written, signed complaint* with a report issued per 10,000 children and students served.
- In 2007–08, there were 2 *written, signed complaints* withdrawn or dismissed per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. While the ratio was zero in five states (Alaska, BIE schools, Colorado, Hawaii, and Utah), the ratio was larger than 5 per 10,000 children and students in the following five states: Maine (6 per 10,000 children and students), New Hampshire (6 per 10,000 children and students), Massachusetts (6 per 10,000 children and students), New Mexico (6 per 10,000 children and students), and Connecticut (6 per 10,000 children and students).
- In 2007–08, there were 6 fully adjudicated *due process complaints* per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in the 52 states (“All states”) for which data were available. While the ratio was zero in seven states (Arkansas, Iowa, Kentucky, North Dakota, Oregon, South Dakota, and Utah), it was larger than 10 per 10,000 children and students in the District of Columbia (1,214 per 10,000 children and students), Puerto Rico (84 per 10,000 children and students), and New York (12 per 10,000 children and students).
- In 2007–08, there were 18 *due process complaints* resolved without a hearing per 10,000 children and students ages 3 through 21 served under *IDEA*, Part B, in 52 states (“All states”) for which data were available. The ratio was larger than 50 per 10,000 children and students in the District of Columbia (957 per 10,000 children and students), New York (102 per 10,000 children and students), and Puerto Rico (77 per 10,000 children and students).

<sup>d</sup>A *due process complaint* resolved without a hearing is a complaint that did not result in a fully adjudicated due process hearing and was not under consideration by a hearing officer. The total number of *hearing requests* resolved without a hearing in 2007–08 was 12,117.

NOTE: A *written, signed complaint* is a signed document with specific content requirements that is submitted to a state education agency by an individual or organization that alleges a violation of a requirement of Part B of *IDEA*. A *due process complaint* is a filing by a parent or public agency to initiate an impartial due process hearing on matters related to the identification, evaluation, or educational placement of a child with a disability, or to the provision of a free appropriate public education to the child. Ratio for each state was calculated by dividing the number of complaints with reports issued, complaints withdrawn or dismissed, due process complaints that resulted in hearings (fully adjudicated), or *due process complaints* resolved without a hearing reported by the state by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by the state, then multiplying the result by 10,000. Ratio for “All states” was calculated for all states with available data by dividing the number of complaints with reports issued, complaints withdrawn or dismissed, due process complaints that resulted in hearings (fully adjudicated), or *due process complaints* resolved without a hearing reported by all states by the total number of children and students ages 3 through 21 served under *IDEA*, Part B, by all states, then multiplying the result by 10,000. The numerator is based on data from the reporting period between July 1, 2007, and June 30, 2008, whereas the denominator is based on point-in-time data from fall 2007.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0677: “Report of Dispute Resolution Under Part B of the *Individuals with Disabilities Education Act*,” 2007–08. Data Analysis System (DANS), OMB #1820-0043: “Report of Children with Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2007. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.



## **Section III**

### **Findings and Determinations Resulting From Reviews of State Implementation of *IDEA***





## Findings and Determinations Resulting From Reviews of State Implementation of *IDEA*

Section 616(a)(1)(A) of *IDEA* requires the secretary of the U.S. Department of Education (Department) to monitor the implementation of *IDEA* through oversight of general supervision by the states and through the State Performance Plans (SPP) described in section 616(b). To fulfill these requirements, the Office of Special Education Programs (OSEP), on behalf of the secretary, has implemented the Continuous Improvement and Focused Monitoring System (CIFMS), which focuses resources on critical compliance and performance areas in *IDEA*. Under *IDEA* sections 616(d) and 642, the Department performs an annual review of each state's SPP and the associated Annual Performance Report (APR) (collectively, the SPP/APR) and other publicly available information to make an annual determination of the extent to which the state is meeting the requirements and purposes of Parts B and C of *IDEA*. The SPPs/APRs and the Department's annual determinations are components of CIFMS.

### The SPP and APR

Sections 616(b) and 642 of *IDEA* require each state to have in place an SPP for evaluating the state's efforts to implement the requirements and purposes of *IDEA* and describing how the state will improve its implementation of *IDEA*. The SPP is made up of quantifiable indicators (20 under Part B and 14 under Part C), established by the secretary under sections 616(a)(3) and 642 of *IDEA*, which measure either compliance with specific statutory or regulatory provisions of *IDEA* (compliance indicators) or results and outcomes for children with disabilities and their families (results indicators). SPPs were submitted in December 2005 by each state education agency under Part B and by each state lead agency under Part C. Each SPP includes measurable and rigorous targets and improvement activities for each indicator.

Every February, pursuant to sections 616(b)(2)(C)(ii)(II) and 642 of *IDEA*, each state must submit an APR that documents its progress or slippage toward meeting the measurable and rigorous targets established for each indicator in the SPP for a specific federal fiscal year (FFY). In February 2009, each state submitted an APR to OSEP for the FFY 2007 reporting period (i.e., July 1, 2007, through June 30, 2008). This section examines and summarizes the states' performance during FFY 2007 under both Parts B and C of the *IDEA*.

Please note that throughout this section, the term "states" is used to reference all of the jurisdictions that submitted FFY 2007 SPPs/APRs. The jurisdictions include the 50 states, the District of Columbia, Puerto Rico, and the outlying areas of American Samoa, Guam, the Northern Mariana Islands,

and the Virgin Islands, all of which reported separately on Part B and Part C. In addition, for Part B, the Bureau of Indian Education (BIE) submitted SPPs/APRs as did the Marshall Islands, Micronesia, and Palau. Thus, unless stated otherwise, the discussion and exhibits in this section concern the 56 states for Part C and 60 states for Part B.

## Indicators

The secretary established, with broad stakeholder input, 20 indicators for Part B (nine compliance indicators and 11 results indicators) and 14 indicators for Part C (seven compliance indicators and seven results indicators) for the SPP/APR. Exhibits 73 and 74 explain the measurement that was in place during the FFY 2007 reporting period for each Part B and Part C indicator and identify whether each indicator is a compliance or a results indicator.

### **Exhibit 73. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2007**

Indicator	Measurement	Type of indicator
B1 – Graduation	Percent of youths with individualized education programs (IEPs) graduating from high school with a regular diploma <i>compared to percent of all youth in the state graduating with a regular diploma.</i> <sup>a</sup>	Results
B2 – Dropout	Percent of youths with IEPs dropping out of high school <i>compared to the percent of all youth in the state dropping out of high school.</i> <sup>a</sup>	Results
B3 – Assessment	Participation and performance of children in grades 3 through 8 and high school with disabilities on statewide assessments: (a) percent of districts (that had a disability subgroup that met the state’s minimum “n” size) that met the state’s annual yearly progress (AYP) objectives for progress for disability subgroup; (b) participation rate for children with IEPs in a regular assessment with no accommodations, regular assessment with accommodations, alternate assessment against grade-level standards, and alternate assessment against alternate achievement standards; and (c) proficiency rate for children with IEPs against grade-level standards and alternate achievement standards.	Results

See notes at end of exhibit.

**Exhibit 73. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2007—Continued**

Indicator	Measurement	Type of indicator
B4 – Suspension/ Expulsion	Rates of suspension and expulsion: (A) percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children ages 3 through 21 with disabilities for greater than 10 days in a school year and (B) <i>percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children ages 3 through 21 with disabilities by race and ethnicity.</i> <sup>a</sup>	B-4 (A) Results  B-4 (B) Compliance
B5 – School Age Least Restrictive Environment (LRE)	Percent of children ages 6 through 21 with IEPs who were (a) removed from regular class less than 21 percent of the day; (b) removed from regular class more than 60 percent of the day; or (c) served in public or private separate schools, residential placements, or homebound or hospital placements.	Results
B6 – Preschool LRE	Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).	Results
B7 – Preschool Outcomes	Percent of preschool children with IEPs who demonstrated improved (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication and early literacy), and (c) use of appropriate behaviors to meet their needs.	Results
B8 – Parent Involvement	Percent of parents with a child receiving special education services who reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Results
B9 – Disproportionality (Child with a Disability)	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.	Compliance
B10 – Disproportionality (Eligibility Category)	Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification.	Compliance

See notes at end of exhibit.

**Exhibit 73. Compliance and results indicators for determining the extent to which each state met IDEA, Part B, requirements: Federal fiscal year 2007—Continued**

Indicator	Measurement	Type of indicator
B11 – Child Find	Percent of children with parental consent to evaluate, who were evaluated within 60 days (or within state-established timeline).	Compliance
B12 – Early Childhood Transition	Percent of children referred by Part C prior to age 3 who were found eligible for Part B and who had an IEP developed and implemented by their third birthday.	Compliance
B13 – Secondary Transition	Percent of youths ages 16 and above with an IEP that included coordinated, measurable, annual IEP goals and transition services that would reasonably enable the student to meet postsecondary goals.	Compliance
B14 – Post-school Outcomes	Percent of youths who had IEPs, were no longer in secondary school, and who had been competitively employed or enrolled in some type of postsecondary school or both, within one year of leaving high school.	Results
B15 – General Supervision	General supervision system (including monitoring, complaints, hearings, etc.) that identified and corrected noncompliance as soon as possible but in no case later than one year from identification.	Compliance
B16 – Complaint Timelines	Percent of written, signed complaints with reports issued that were resolved within a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.	Compliance
B17 – Due Process Timelines	Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that was properly extended by the hearing officer at the request of either party.	Compliance
B18 – Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.	Results
B19 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
B20 – State-Reported Data	State-reported data (618 and SPP and APR) were timely and accurate.	Compliance

<sup>a</sup>Both parts of this measurement were included in the “Part B Indicator Measurement Table” of the information collection #1820-0624: “Part B State Performance Plan (Part B–SPP) and Annual Performance Report (Part B–APR)” used for the FFY 2007 APR. However, states were informed on the “Instruction Sheet” of the information collection that they were not required to report to OSEP the second part of the measurement (see second part of the measurement in italics).

NOTE: The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0624: “Part B State Performance Plan (Part B–SPP) and Annual Performance Report (Part B–APR): Part B Indicator Measurement Table,” 2007–08. Available at <http://www2.ed.gov/policy/speced/guid/IDEA/bapr/2008/2partbmeatable081308.doc> (accessed Mar. 23, 2012).

**Exhibit 74. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2007**

Indicator	Measurement	Type of indicator
C1 – Early Intervention Services in a Timely Manner	Percent of infants and toddlers with individualized family service plans (IFSPs) who received the early intervention services on their IFSPs in a timely manner.	Compliance
C2 – Settings	Percent of infants and toddlers with IFSPs who primarily received early intervention services in the home or programs for typically developing children.	Results
C3 – Infant and Toddler Outcomes	Percent of infants and toddlers with IFSPs who demonstrated improved (a) positive social-emotional skills (including social relationships), (b) acquisition and use of knowledge and skills (including early language/communication), and (c) use of appropriate behaviors to meet their needs.	Results
C4 – Family Outcomes	Percent of families participating in Part C who reported that early intervention services had helped the families (a) know their rights, (b) effectively communicate their children’s needs, and (c) help their children develop and learn.	Results
C5 – Child Find: Birth to One	Percent of infants and toddlers birth to age 1 with IFSPs compared to (a) other states with similar eligibility definitions and (b) national data.	Results
C6 – Child Find: Birth to Three	Percent of infants and toddlers birth to age 3 with IFSPs compared to (a) other states with similar eligibility definitions and (b) national data.	Results
C7 – 45-day Timeline	Percent of eligible infants and toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within Part C’s 45-day timeline.	Compliance
C8 – Early Childhood Transition	Percent of all children exiting Part C who received timely transition planning to support the child’s transition to preschool and other appropriate community services by the child’s third birthday, broken out by sub-indicators, i.e., by percentage of (a) children who had IFSPs with transition steps and services; (b) those for whom notification had been given to the local education agency, if child was potentially eligible for Part B; and (c) those for whom a transition conference had been held, if child was potentially eligible for Part B.	Compliance
C9 – General Supervision	General supervision system (including monitoring, complaints, hearings, etc.) that identified and corrected noncompliance as soon as possible but in no case later than one year from identification.	Compliance

See notes at end of exhibit.

**Exhibit 74. Compliance and results indicators for determining the extent to which each state met IDEA, Part C, requirements: Federal fiscal year 2007—Continued**

Indicator	Measurement	Type of indicator
C10 – Complaint Timelines	Percent of written, signed complaints with reports issued that were resolved within a 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.	Compliance
C11 – Due Process Timelines	Percent of fully adjudicated due process hearing requests that were fully adjudicated within the applicable timeline.	Compliance
C12 – Resolution Sessions	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures were adopted).	Results
C13 – Mediations	Percent of mediations held that resulted in mediation agreements.	Results
C14 – State-Reported Data	State-reported data (618 and SPP and APR) were timely and accurate.	Compliance

NOTE: The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, OMB #1820-0578: “Part C State Performance Plan (Part C–SPP) and Annual Performance Report (Part C–APR): Part C Indicator Measurement Table,” 2007–08. Available at <http://www2.ed.gov/policy/speced/guid/IDEA/capr/2008/2partcmeatable081308.doc> (accessed Mar. 23, 2012).

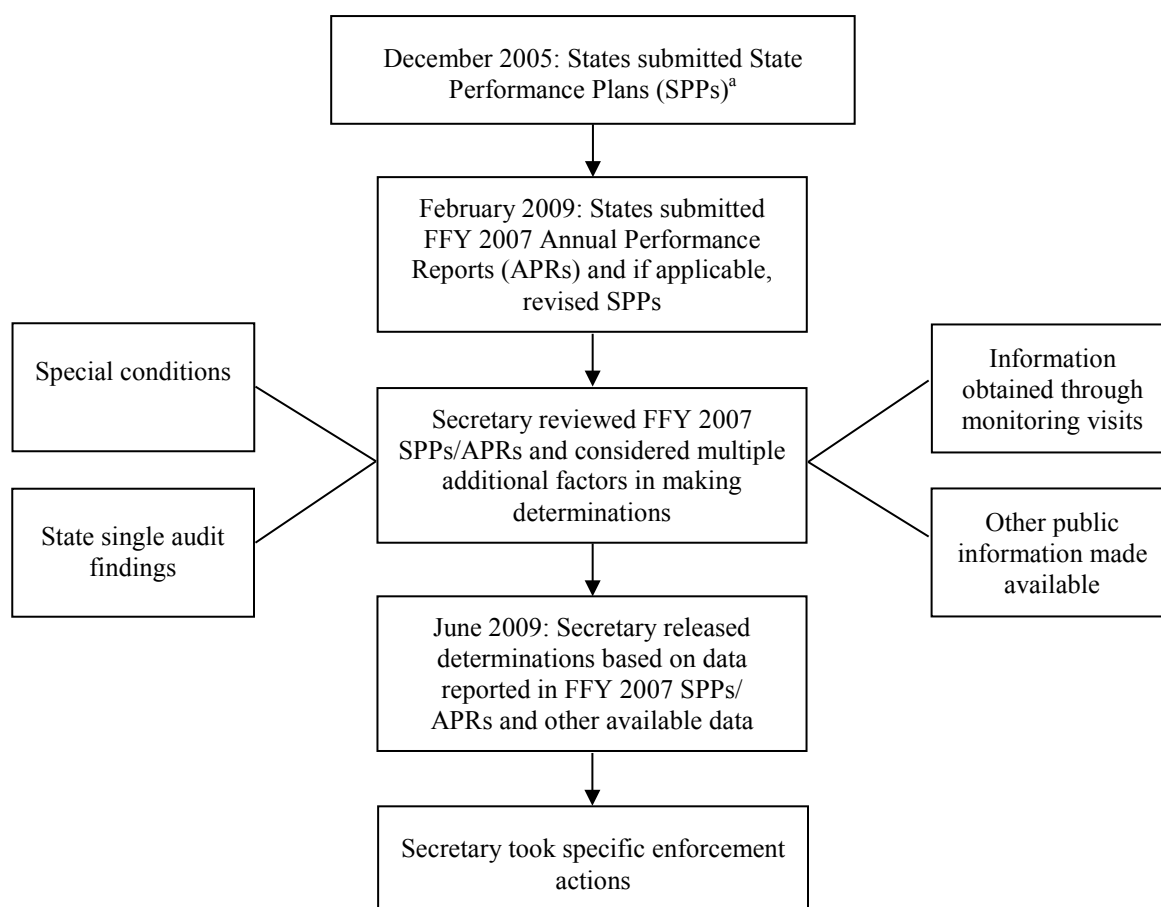
## The Determination Process

Sections 616(d)(2)(A) and 642 of *IDEA* require the secretary to make an annual determination as to the extent to which each state is meeting the requirements of Parts B and C of *IDEA*. The secretary determines if a state:

- Meets the requirements and purposes of *IDEA*,
- Needs assistance in implementing the requirements of *IDEA*,
- Needs intervention in implementing the requirements of *IDEA*, or
- Needs substantial intervention in implementing the requirements of *IDEA*.

Exhibit 75 presents the key components in the determination process.

**Exhibit 75. Process for determining the extent to which each state met IDEA, Part B and Part C requirements: Federal fiscal year 2007**



<sup>a</sup>In December 2005, each state submitted an SPP that covered a period of six years. Section 616(b)(1)(C) requires each state to review its SPP at least once every six years and submit any amendments to the secretary. Each state is also required to post the most current SPP on its state website. Since December 2005, most states have revised their SPP at least once.

NOTE: In June 2008, the secretary issued determinations based on data reported in the FFY 2006 APR and other available data. A discussion of those determinations is found in the *31st Annual Report to Congress, 2009*.

SOURCE: Information taken from U.S. Department of Education, Office of Special Education Programs, “Memorandum: Part B State Performance Plan (Part B – SPP) and Part B Annual Performance Report (Part B – APR),” Aug. 20, 2008. Available at <http://www2.ed.gov/policy/speced/guid/IDEA/bapr/2008/bsppaprmemo081908.doc> (accessed June 18, 2012); “Memorandum: Part C State Performance Plan (Part C – SPP) and Part C Annual Performance Report (Part C – APR),” Aug. 20, 2008. Available at <http://www2.ed.gov/policy/speced/guid/IDEA/capr/2008/csppaprmemo081908.doc> (accessed June 18, 2012).

A state’s determination is based on the totality of the state’s data in its SPP/APR and other publicly available information, including any compliance issues. The factors in a state’s FFY 2007 SPP (original or revised) and APR submissions that affected the Department’s 2009 determination (based in part on the FFY 2007 SPP/APRs) for each state under Parts B and C were: (1) whether the state provided valid and reliable FFY 2007 data that reflected the measurement for each compliance or results indicator and, if not, whether the state provided a plan to collect the missing or deficient data and (2) for each compliance indicator that was not new, whether the state (a) demonstrated compliance or timely corrected

noncompliance and (b) in instances where it did not demonstrate compliance, had nonetheless made progress in ensuring compliance over prior performance in that area. In making the determination, the Department also considered whether the state had other *IDEA* compliance issues that were identified previously through the Department's monitoring, audit, or other activities and the state's progress in resolving those problems.

## **Enforcement**

Sections 616(e) and 642 of *IDEA* require, under certain circumstances, that the secretary take enforcement action(s) based on a state's determination under section 616(d)(2)(A). Specifically, the secretary must take action when the Department has determined that a state: (1) needs assistance for two or more consecutive years, (2) needs intervention for three or more consecutive years, or (3) needs substantial intervention in implementing the requirements of *IDEA* or that there is a substantial failure to comply with any condition of a state's eligibility under *IDEA* as determined by the secretary at any time.

## **Determination Status**

In June 2009, the secretary issued determination letters on the implementation of *IDEA* to each state education agency (SEA) for Part B and to each state lead agency for Part C. Exhibit 76 shows the results of the FFY 2007 determinations by state for Part B; Exhibit 77 shows the results for Part C.



**Exhibit 76. States determined to have met IDEA, Part B, requirements, by determination status:  
Federal fiscal year 2007**

Meets requirements	Determination status			
	Needs assistance	Needs assistance: two consecutive years	Needs intervention: two consecutive years	Needs intervention: three or more consecutive years
Alabama	Delaware	American Samoa	Bureau of Indian	Colorado
Alaska	Guam	Federated States of	Education	District of Columbia
Arizona	Pennsylvania	Micronesia	Rhode Island	Indiana
Arkansas	Puerto Rico	Florida		
California	Texas	Georgia		
Connecticut	Vermont	Illinois		
Hawaii	Virgin Islands	Kentucky		
Idaho		Louisiana <sup>a</sup>		
Iowa		Maine		
Kansas		Massachusetts		
Maryland		Nebraska		
Michigan		Nevada		
Minnesota		New Hampshire		
Mississippi		New Mexico		
Missouri		New York		
Montana		Palau		
New Jersey		South Carolina		
North Carolina		Tennessee		
North Dakota		West Virginia		
Northern Mariana Islands				
Ohio				
Oklahoma				
Oregon				
Republic of the Marshall Islands				
South Dakota				
Utah				
Virginia				
Washington				
Wisconsin				
Wyoming				

<sup>a</sup>After an appeal from Louisiana in June 2009, Louisiana's Part B determination was changed from "needs intervention" to "needs assistance year 3." Additional information is available at <http://www2.ed.gov/fund/data/report/IDEA/partbspap/2009/la-appealltr-2009b-final.doc> (accessed June 18, 2012).

NOTE: The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008. Based on the states' 2009 data submissions, the secretary of education made the FFY 2007 determinations, which were released in June 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2009. Available at <http://www2.ed.gov/fund/data/report/IDEA/partbspap/allyears.html> (accessed June 18, 2012).

**Exhibit 77. States determined to have met IDEA, Part C, requirements, by determination status:  
Federal fiscal year 2007**

Determination status					
Meets requirements	Needs assistance	Needs assistance: two or more consecutive years	Needs intervention	Needs intervention: two consecutive years	Needs intervention: three consecutive years
Alabama	Alaska	American Samoa	Kentucky	Georgia	District of Columbia
Arkansas	Maine	Arizona	Nevada		
Connecticut	South Carolina	California	New Mexico		
Delaware		Colorado			
Idaho	Tennessee	Florida			
Illinois	Texas	Guam			
Indiana	Wyoming	Hawaii			
Iowa		Louisiana			
Kansas		Michigan			
Maryland		Mississippi			
Massachusetts		New York			
Minnesota		North Dakota			
Missouri		Ohio			
Montana		Puerto Rico			
Nebraska		Utah			
New Hampshire		Vermont			
New Jersey		Virgin Islands			
North Carolina		Virginia			
Northern Mariana Islands		Washington			
Oklahoma					
Oregon					
Pennsylvania					
Rhode Island					
South Dakota					
West Virginia					
Wisconsin					

NOTE: The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008. Based on the states' 2009 data submissions, the secretary of education made the FFY 2007 determinations, which were released in June 2009.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part C State Performance Plan and Annual Performance Report State Determination Letters," 2009. Available at <http://www2.ed.gov/fund/data/report/IDEA/partcspap/allyears.html> (accessed June 18, 2012).

The results of an examination of the states' Part B and Part C determinations for FFY 2006 and FFY 2007 are presented in exhibits 78 and 79. A summation of the numbers presented in exhibit 78 shows that 30 states met the requirements for Part B in FFY 2007. In addition, this exhibit shows that between FFY 2006 and FFY 2007, 23 states had a more positive determination or made progress, three states received a more negative determination or slipped, and 34 states received the same determination for both years. Of the 23 states that showed progress, 19 states made sufficient progress to meet the requirements in FFY 2007. Of the 34 states that received the same determination status in both years, 11 met the requirements in both years, 18 were found to be in need of assistance for another year, and five were determined to be in need of intervention for another year.

**Exhibit 78. Number of states determined to have met IDEA, Part B, requirements, by determination status and change in status: Federal fiscal years 2006 and 2007**

Determination status FFY 2007	Change in determination status since FFY 2006			Total
	Progress	Slippage	No change	
Total	23	3	34	60
Meets requirements	19		11	30
Needs assistance	4	3		7
Needs assistance two or more consecutive years			18	18
Needs intervention				0
Needs intervention two consecutive years			2	2
Needs intervention three or more consecutive years			3	3

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007. Based on the states' 2008 data submissions, the secretary of education made the FFY 2006 determinations, which were released in June 2008. The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008. Based on the states' 2009 data submissions, the secretary of education made the FFY 2007 determinations, which were released in June 2009. The 50 states, the District of Columbia, Puerto Rico, Bureau of Indian Education, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, Palau, and the Republic of the Marshall Islands are included in this exhibit.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part B State Performance Plan and Annual Performance Report State Determination Letters," 2008 and 2009. Available at <http://www2.ed.gov/fund/data/report/IDEA/partbspap/allyears.html> (accessed June 18, 2012).

A summation of the numbers presented in exhibit 79 shows that 26 states met the requirements for Part C in FFY 2007. In addition, this exhibit shows that between FFY 2006 and FFY 2007, 10 states had a more positive determination or made progress, six states received a more negative determination or slipped, and 40 states received the same determination for both years. Of the 10 states that showed progress, seven states made sufficient progress to meet the requirements in FFY 2007. Of the 40 states that received the same determination status in both years, 19 met the requirements in both years, 19 were found to be in need of assistance for another year, and two were determined to be in need of intervention for another year.

**Exhibit 79. Number of states determined to have met IDEA, Part C, requirements, by determination status and change in status: Federal fiscal years 2006 and 2007**

Determination status FFY 2007	Change in Determination status since FFY 2006			Total
	Progress	Slippage	No change	
Total	10	6	40	56
Meets requirements	7		19	26
Needs assistance	3	3		6
Needs assistance two or more consecutive years			19	19
Needs intervention		3		3
Needs intervention two consecutive years			1	1
Needs intervention three or more consecutive years			1	1

NOTE: The FFY 2006 reporting period was from July 1, 2006, through June 30, 2007. Based on the states' 2008 data submissions, the secretary of education made the FFY 2006 determinations, which were released in June 2008. The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008. Based on the states' 2009 data submissions, the secretary of education made the FFY 2007 determinations, which were released in June 2009. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands are included in this exhibit. SOURCE: U.S. Department of Education, Office of Special Education Programs, "Part C State Performance Plan and Annual Performance Report State Determination Letters," 2008 and 2009. Available at <http://www2.ed.gov/fund/data/report/IDEA/partcspap/allyears.html> (accessed June 18, 2012).

As a result of the determinations for Part B and Part C issued to states for FFY 2006 and FFY 2007, the secretary took enforcement actions against those states that were determined to need assistance for two or more consecutive years and those that were determined to need intervention for three or more consecutive years. Subject to the provisions in section 616(e)(1)(A), the secretary advised each of these states of available sources of technical assistance (TA) that would help the state address the areas in which the state needed to improve. See <http://therightidea.tadnet.org/technicalassistance> for additional information about the type of TA activities that are available and have been used in the past.

### **Status of Selected Indicators**

This section summarizes the results of a 2009 analysis of two Part B compliance indicators and two Part C compliance indicators included in the states' FFY 2007 APRs. In the APRs, states reported actual performance data from FFY 2007 on the indicators. States also discussed how the FFY 2007 actual performance data compared to FFY 2006 actual performance data on the indicators. The four indicators focus on early childhood transition and general supervision and include Part B Indicators 12 (Early Childhood Transition) and 15 (General Supervision) and Part C Indicators 8 (Early Childhood Transition) and 9 (General Supervision). These indicators, along with other indicators not examined in this section, were used for the 2009 determinations. The two early childhood transition and the two general supervision indicators were chosen for examination in this section because their data and the results of

their analyses in 2009 were sufficiently complete to show how states performed on related Part B and C indicators. This section summarizes states' FFY 2007 actual performances on each indicator, how states' FFY 2007 actual performances compare to states' FFY 2006 actual performances, and states' explanations for changes in performance. Two documents published by OSEP in 2009 entitled "2009 Part B SPP/APR Analysis Document (Word)" and "2009 Part C SPP/APR Analysis Document (Word)" were used as the sources for the summaries of the results of the analysis of the indicators presented in this section. Both are available at <http://therightidea.tadnet.org> and were accessed on June 18, 2012.

## Early Childhood Transition: Part B Indicator 12

Part B Indicator 12 measures the percentage of children referred to Part B by Part C prior to age 3, who were found eligible for Part B and who had individualized education programs (IEPs) developed and implemented by their third birthdays. Indicator 12 is considered a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 80 displays the results of a 2009 analysis of FFY 2007 actual performance data on Indicator 12 from the 56 states to which this indicator applies.

**Exhibit 80. Number of states, by percentage of children referred to IDEA, Part B, by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by their third birthdays: Federal fiscal year 2007**

Percentage of children <sup>a</sup>	Number of states
Total	56
100	10
95 to 99	19
90 to 94	9
85 to 89	6
80 to 84	3
60 to 79	4
< 50	1
Data not valid and reliable	3
Data not provided	1

<sup>a</sup>"Percentage of children" measures a state's performance on Part B Indicator 12, for which the target is 100 percent.

NOTE: The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, "2009 Part B SPP/APR Analysis Document (Word)," 2009. Available at [http://ectacenter.org/~pdfs/sec619/part-b\\_sppapr\\_09.pdf](http://ectacenter.org/~pdfs/sec619/part-b_sppapr_09.pdf) (accessed June 18, 2012).

For Indicator 12, a total of 10 states reported full compliance at 100 percent of the target, and 19 states reported substantial compliance (i.e., from 95 to 99 percent of the target). Of the 27 states that did not report full or substantial compliance, nine states reported percentages that ranged from 90 to 94 percent of the target, nine states reported percentages that ranged from 80 to 89 percent of the target, four states reported percentages that ranged from 60 to 79 percent of the target, and one state reported a percentage below 50 percent of the target. In addition, three states reported performance data that were not valid and reliable, and one state did not report performance data for FFY 2007.

Exhibit 81 presents the results of a 2009 analysis of the descriptions of state-reported changes in performance status based on comparisons of FFY 2007 actual performance data to FFY 2006 actual performance data on Indicator 12 from the 56 states. The exhibit reveals 34 states showed progress while six states showed slippage and nine states reported no change in their performance from FFY 2006 to FFY 2007. For each of the states reporting no change, the performance level was 95 percent or more of the target. In fact, four of these states maintained a performance of 100 percent. For most of the states that showed slippage, performance reached at least 95 percent of the target. Change in performance could not be determined for seven states that reported inadequate or no actual performance data for at least one year.

**Exhibit 81. Number of states, by change in performance status on IDEA, Part B, Indicator 12: Federal fiscal year 2007**

Change in status <sup>a</sup>	Number of states
Total	49
Progress	34
Slippage	6
No change	9
Actual performance data not adequate or not provided for FFY 2006 or FFY 2007 or both	7

<sup>a</sup>“Change in status” was determined by whether a state’s FFY 2007 actual performance data showed an increase (progress) or decrease (slippage) in the percentage of children referred to *IDEA*, Part B, by Part C prior to age 3 who were found eligible for Part B and who had IEPs developed and implemented by their third birthdays, compared to the same percentage reported by the state in its FFY 2006 performance data.

NOTE: The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2009 Part B SPP/APR Analysis Document (Word),” 2009. Available at [http://ectacenter.org/~pdfs/sec619/part-b\\_sppapr\\_09.pdf](http://ectacenter.org/~pdfs/sec619/part-b_sppapr_09.pdf) (accessed June 18, 2012).

Thirty-one of the 34 states with improved performance on Part B Indicator 12 provided one or more explanations for their progress in their APRs. Some of the explanations for the states’ progress articulated by the states included: (1) improved data collection, analysis, and reporting processes; (2) improved training and technical assistance; (3) clarification of policies; (4) collaborative activities with

Part C state lead agencies and other entities; (5) improved monitoring processes; (6) increased focus on transition; and (7) building local capacity to meet the transition requirements. Of the six states associated with a slippage in performance for Indicator 12, four states provided one or more explanations for the slippage. Among the explanations offered were: (1) moving from a cyclical monitoring approach to statewide reporting, (2) difficulty in conducting timely evaluations, and (3) late referrals from Part C state lead agencies.

## Early Childhood Transition: Part C Indicator 8

Part C Indicator 8, which is composed of three sub-indicators, measures the percentage of all children exiting Part C who received timely transition planning to support their transition to preschool and other appropriate community services by their third birthdays. Timely transition planning is measured by the following sub-indicators: (a) individualized family service plans with transition steps and services; (b) notification to the local education agency (LEA), if the child is potentially eligible for Part B; and (c) transition conference, if the child is potentially eligible for Part B. Indicator 8 is a compliance indicator, and its three sub-indicators, 8a, 8b, and 8c, have performance targets of 100 percent. These sub-indicators apply to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 82 displays the results of a 2009 analysis of FFY 2007 actual performance data on the three sub-indicators from the 56 states for which Indicator 8 applies.

**Exhibit 82. Number of states, by percentage of children exiting IDEA, Part C, who received timely transition planning by their third birthdays, by sub-indicators of Part C Indicator 8: Federal fiscal year 2007**

Percentage of children <sup>a</sup>	Sub-indicator		
	8a: IFSPs with transition steps and services	8b: Notification to LEA	8c: Transition conference
	Number of states	Number of states	Number of states
Total	56	56	56
100	19	32	13
95 to 99	20	13	18
90 to 94	6	5	7
80 to 89	8	3	9
50 to 79	3	3	9

<sup>a</sup>“Percentage of children” measures a state’s performance on a sub-indicator of Part C Indicator 8, for which the target is 100 percent.

NOTE: The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008.

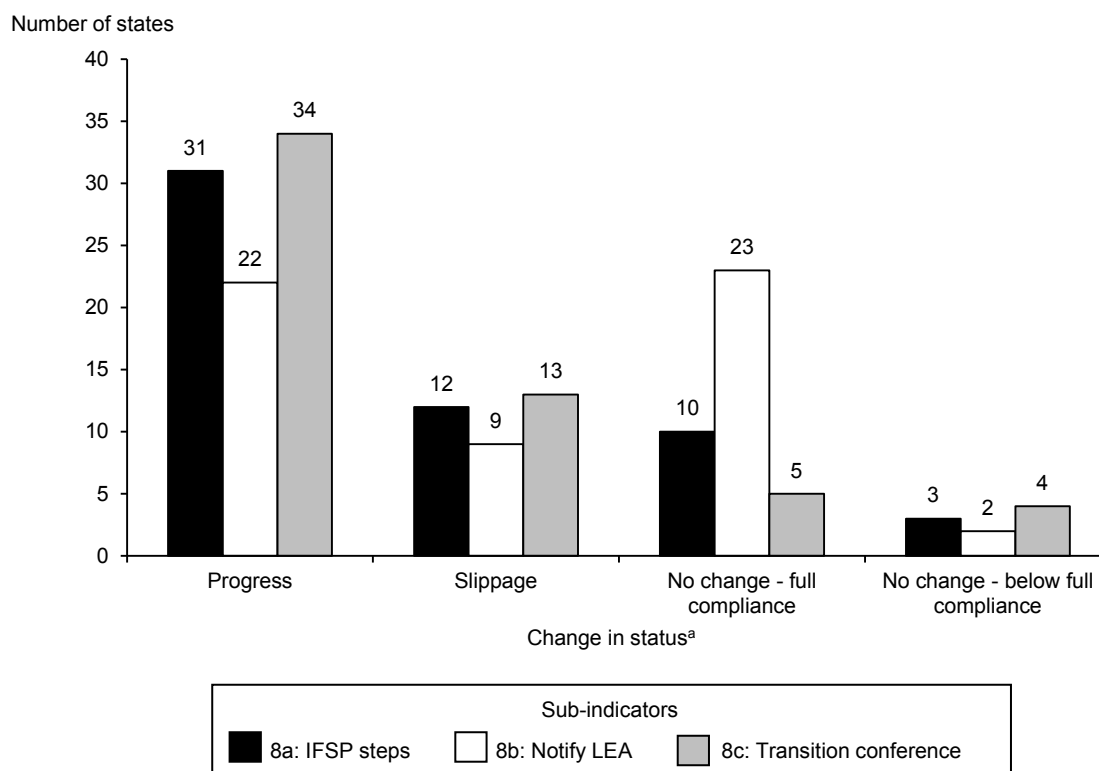
SOURCE: U.S. Department of Education, Office of Special Education Programs, “2009 Part C SPP/APR Analysis Document (Word),” 2009. Available at [http://www.nectac.org/~pdfs/partc/part-c\\_sppapr\\_09.pdf](http://www.nectac.org/~pdfs/partc/part-c_sppapr_09.pdf) (accessed June 18, 2012).

As shown in Exhibit 82, more states were in full compliance in their notifications to the LEA (8b) than for either of the other two sub-indicators. For 8b, 32 of the 56 states met the target of 100 percent compliance. Of the 24 states that did not attain this target, 13 reported performance at substantial compliance of 95 to 99 percent of the target. IFSPs with transition steps and services (8a) had the second highest rate of compliance, as 19 states reported full compliance. Of the 37 states that did not reach 100 percent compliance for 8a, 20 states reported performance at substantial compliance (i.e., 95 to 99 percent of the target). The sub-indicator regarding the transition conference (8c) was associated with the lowest rate of compliance, with 13 states reporting full compliance and 18 reporting substantial compliance.

Exhibit 83 shows the results of a 2009 analysis of descriptions of state-reported changes in performance status based on comparisons of FFY 2007 actual performance data to FFY 2006 actual performance data on the three sub-indicators from the 56 states. The majority of states that were not 100 percent compliant in both FFY 2007 and FFY 2008 made progress on all three sub-indicators. Specifically, progress was made by 31 of the 46 states that were not 100 percent compliant on 8a (IFSP steps and services), 22 of the 33 states that were not 100 percent compliant on 8b (notification to LEA), and 34 of the 51 states that were not 100 percent compliant on 8c (transition conference). More states reported slippage from FFY 2006 for sub-indicator 8c (13) than for sub-indicators 8a (12) and 8b (9). When considering no change in performance, more states reported no change for sub-indicator 8b than for the other sub-indicators. In particular, more than twice as many states reported no change for sub-indicator 8b (25) than for sub-indicator 8c (9), and almost twice as many states reported no change for sub-indicator 8b than for sub-indicator 8a (13). However, across all three sub-indicators, most of the states that reported no change achieved 100 percent compliance. Specifically, the 100 percent target was achieved in both years by 23 of the 25 states that reported no change regarding sub-indicator 8b, 10 of the 13 states that reported no change regarding sub-indicator 8a, and five of the nine states that reported no change regarding sub-indicator 8c.



**Exhibit 83. Number of states, by change in performance status on sub-indicators of IDEA, Part C, Indicator 8: Federal fiscal year 2007**



<sup>a</sup>“Change in status” was determined by whether a state’s FFY 2007 actual performance data showed an increase (progress) or decrease (slippage) in the percentages of children exiting *IDEA*, Part C, who received timely transition planning by their third birthdays, broken out by sub-indicators (i.e., by percentages of (a) children who had IFSPs with transition steps and services; (b) those for whom notification had been given to the local education agency, if the child was potentially eligible for Part B; and (c) those for whom a transition conference had been held, if the child was potentially eligible for Part B), compared to the same percentages reported by the state in its FFY 2006 actual performance data.

NOTE: The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2009 Part C SPP/APR Analysis Document (Word),” 2009. Available at [http://www.nectac.org/~pdfs/partc/part-c\\_sppapr\\_09.pdf](http://www.nectac.org/~pdfs/partc/part-c_sppapr_09.pdf) (accessed June 18, 2012).

The 2009 analysis of the states’ explanations for changes in performance did not include a review of the data for the individual Part C sub-indicators 8a, 8b, or 8c that were included in the states’ FFY 2007 APRs. Instead, the analysis of the states’ explanations included a review of Part C Indicator 8 data as a whole. The reason for this approach was that the APRs for some states included explanations for progress and slippage in performance on Part C Indicator 8 as a whole. Some of the reasons articulated by the states for the states’ progress included: (1) improved training and technical assistance, (2) increased focus on transition by the state or lead agency, (3) improved monitoring activities and corrective processes, and (4) clarification of regulations and policies. Some of their explanations for the states’ slippage included (1) inadequately documented IFSPs, (2) the collective impact of staff turnover, (3) shortage of personnel, (4) larger caseloads, and (5) increased numbers of children in the population.

## General Supervision: Part B Indicator 15

The SEA is responsible for ensuring the general supervision of all educational programs for children and students ages 3 through 21 served under *IDEA*, Part B, including all such programs administered by any other state agency or local agency. Part B Indicator 15 measures whether the state's general supervision system (including monitoring, complaints, hearings, or other activities) identified and corrected noncompliance as soon as possible but in no case later than one year from identification. This indicator is measured as the percentage of noncompliance findings corrected within one year of identification. To calculate this measurement, the number of findings corrected as soon as possible, but in no case later than one year from identification, is divided by the number of findings of noncompliance and then multiplied by 100. Indicator 15 is a compliance indicator with a target of 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, BIE schools, American Samoa, Guam, the Northern Mariana Islands, the Virgin Islands, the Federated States of Micronesia, Palau, and the Republic of the Marshall Islands.

Exhibit 84 presents the results of a 2009 analysis that compared FFY 2007 actual performance data to FFY 2006 actual performance data on Indicator 15 from the 60 states. Overall, 30 states showed progress, seven states showed slippage, and four states showed no change in performance. The remaining 19 states reported inadequate or no FFY 2006 or FFY 2007 actual performance data to determine changes in performance.

### **Exhibit 84. Number of states, by change in performance status on IDEA, Part B, Indicator 15: Federal fiscal year 2007**

Change in status <sup>a</sup>	Number of states
Total	60
Progress	30
Slippage	7
No change	4
Actual performance data not adequate or not provided FFY 2006 or FFY 2007 or both	19

<sup>a</sup>“Change in status” was determined by whether a state's FFY 2007 actual performance data showed an increase (progress) or decrease (slippage) in the percentage of findings of Part B noncompliance corrected within one year of identification, compared to the same percentage reported by the state in its FFY 2006 actual performance data.

NOTE: The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2009 Part B SPP/APR Analysis Document (Word),” 2009. Available at [http://ectacenter.org/~pdfs/sec619/part-b\\_sppapr\\_09.pdf](http://ectacenter.org/~pdfs/sec619/part-b_sppapr_09.pdf) (accessed June 18, 2012).

Given that many states did not include explanations for progress or slippage on Part B Indicator 15 in their APRs as required, it is difficult to summarize the underlying reasons. Nevertheless, some states did cite one or more explanations for progress or slippage in performance. Some of the explanations provided by states for progress included: (1) development of definition of “finding” at the individual student level, (2) receipt of guidance provided during the OSEP verification visit, (3) assignment of district monitoring liaisons, (4) performance of regular follow-ups with the local district to determine progress in correcting noncompliance, (5) development/revision of the local self-assessment monitoring system, (6) refinement of the general supervision system, and (7) adjustment to the database. Some of the explanations provided for slippage were: (1) misunderstanding among state staff regarding internal monitoring procedures, (2) vacant staff positions, (3) the addition of indicators to the monitoring system, (4) inability to respond to data management and general supervision responsibilities, (5) definition of LEA as the unit of monitoring, and (6) noncompliance concerning a particular LEA.

### **General Supervision: Part C Indicator 9**

The state lead agency is responsible for ensuring the general supervision of all early intervention service programs for infants and toddlers birth through age 2 served under *IDEA*, Part C. Part C Indicator 9 measures whether the state lead agency’s general supervision system (including monitoring, complaints, hearings, or other activities) identified and corrected noncompliance as soon as possible but in no case later than one year from identification. This indicator is measured as the percentage of noncompliance findings corrected within one year of identification. To calculate this measurement, the number of findings corrected as soon as possible, but in no case later than one year from identification, is divided by the number of findings of noncompliance and then multiplied by 100. The target for this compliance indicator is 100 percent. This indicator applies to the 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands. Exhibit 85 displays the results of a 2009 analysis of FFY 2007 actual performance data on Indicator 9 from the 56 states for which this indicator applies.

**Exhibit 85. Number of states, by percentage of IDEA, Part C, noncompliance findings corrected within one year of identification: Federal fiscal year 2007**

Percentage of noncompliance findings corrected <sup>a</sup>	Number of states
Total	56
100	22
95 to 99	5
85 to 94	9
50 to 84	14
< 50	4
Data not valid or reliable	1
Data not provided	1

<sup>a</sup>“Percentage of noncompliance findings corrected” measures a state’s performance on Part C Indicator 9, for which the target is 100 percent.

NOTE: The FFY 2007 reporting period was from July 1, 2007, through June 30, 2008.

SOURCE: U.S. Department of Education, Office of Special Education Programs, “2009 Part C SPP/APR Analysis Document (Word),” 2009. Available at [http://www.nectac.org/~pdfs/partc/part-c\\_sppapr\\_09.pdf](http://www.nectac.org/~pdfs/partc/part-c_sppapr_09.pdf) (accessed June 18, 2012).

For Indicator 9, a total of 22 states reported full compliance at 100 percent of the target, and five states reported percentages that met the OSEP definition of substantial compliance (i.e., from 95 to 99 percent of the target). In addition, nine states reported percentages of noncompliance findings corrected within one year that ranged from 85 to 94 percent of the target, 14 states reported percentages that ranged from 50 to 84 percent of the target, and four states reported percentages below 50 percent of the target. Performance data were not valid or reliable for one state and were not available for another state.

The narratives about progress or slippage on Part C Indicator 9 provided by the states in their APRs were quite varied and often did not include the terms “progress” or “slippage.” Nevertheless, 41 states provided discussions of progress or slippage. The ensuing presentation of explanations for performance change was based on these descriptions. It is worth noting that of the 15 states that did not address progress or slippage, nine of them were in full compliance at 100 percent of the target. The following explanations were provided by states in their discussions of progress: (1) revision of the general supervision system, (2) revisions to the data system, (3) enhanced enforcement mechanisms, (4) new tracking systems for correction, and (5) increased technical assistance. For slippage, the explanations noted were (1) provider shortages, (2) fiscal/monetary issues, (3) unclear state definitions, and (4) scheduling constraints.

## **Section IV**

### **Summary of Research Conducted Under Part E of the *Education Sciences Reform Act of 2002***



## **Summary of Research Conducted Under Part E of the *Education Sciences Reform Act of 2002***

In December 2004, Congress reauthorized the *Individuals with Disabilities Education Act (IDEA)* and, in doing so, amended the *Education Sciences Reform Act of 2002*, 20 U.S.C. 9501, et seq., by adding a new Part E. The new Part E established the National Center for Special Education Research (NCSER) as part of the Institute of Education Sciences (IES). Prior to the reauthorization of *IDEA*, the U.S. Department of Education's Office of Special Education Programs (OSEP) was responsible for carrying out research related to special education. NCSER began operation on July 1, 2005. As specified in section 175(b) of the *Education Sciences Reform Act of 2002*, NCSER's mission is to

- Sponsor research to expand knowledge and understanding of the needs of infants, toddlers, and children with disabilities in order to improve the developmental, educational, and transitional results of such individuals;
- Sponsor research to improve services provided under, and support the implementation of, *IDEA*; and
- Evaluate the implementation and effectiveness of *IDEA* in coordination with the National Center for Education Evaluation and Regional Assistance.

In federal fiscal year (FFY) 2009 (i.e., Oct. 1, 2008 through Sept. 30, 2009), NCSER conducted grant competitions and awarded 33 new research grants. In addition, NCSER awarded postdoctoral research training grants to two doctoral degree-granting institutions in FY 2009 through its Postdoctoral Special Education Research Training Program. The purpose of this program is to increase the supply of scientists and researchers interested in conducting applied research in special education and prepared to develop new interventions that are grounded in the science of learning, conduct rigorous evaluation studies, and design and validate measurement instruments appropriate for students with disabilities.

Descriptions of the projects funded by NCSER grants in FFY 2009 under Part E of the *Education Sciences Reform Act of 2002* follow. The descriptions summarize the proposed purposes of the projects based on information taken from the IES database of funded research and research training grants. The descriptions are organized and presented in terms of the following categories that are used to classify the projects in the database: Autism Spectrum Disorders; Cognition and Student Learning in Special Education; Early Intervention and Early Learning in Special Education; Mathematics and Science Education; Postdoctoral Research Training Program in Special Education; Professional Development for Teachers and Related Services Providers; Reading, Writing, and Language Development; Social and Behavioral Outcomes to Support Learning; Special Education Policy, Finance, and Systems; and

Transition Outcomes for Secondary Students With Disabilities. Additional information on these projects, including updates, as well as new and continuing projects can be found at <http://ies.ed.gov/ncser/>.

### **Autism Spectrum Disorders**

**Award Number:** R324A090094

**Institution:** Portland State University

**Principal Investigator:** Helen Young

**Description:** *Comprehensive Autism Program Using Strategies for Teaching Based on Autism Research.* With an increasing number of young children with autism spectrum disorders in public schools, local and state education agencies must find cost-effective, research-based preschool programs that educators can use. To date, many programs for children with autism spectrum disorders have not been empirically evaluated. Researchers in this study are evaluating the *Comprehensive Autism Program Using Strategies for Teaching Based on Autism Research*, which is a comprehensive program for preschoolers with autism spectrum disorders. The program is intended to improve language, pre-academic skills, social skills, adaptive behavior, and cognitive skills for children with autism spectrum disorders. The intervention incorporates multiple recommended strategies and approaches for teaching young children with autism spectrum disorders, but rigorous evidence of the efficacy of the entire program is limited. The intervention will be compared to a typical classroom service model for young children with autism spectrum disorders. The researchers are including key outcomes related to the learning and development of young children with autism spectrum disorders and exploring factors that may mediate and moderate outcomes. The researchers will also be examining key outcomes for children after one and two years of the intervention.

**Amount:** \$2,561,416

**Period of Performance:** 4/1/2009–3/31/2013

**Award Number:** R324A090091

**Institution:** University of Kansas Center for Research, Inc.

**Principal Investigator:** Debra Kamps

**Description:** *Peer Networks Project: Improving Social-Communication, Literacy, and Adaptive Behaviors for Young Children With Autism Spectrum Disorder.* Literacy skills, social communication skills, and the ability to participate in groups are important for success in educational settings. However, many children with autism are not equipped with these skills, which may potentially limit these children's success in education settings. Moreover, interventions that are effective in peer inclusive education settings have yet to be determined for the estimated three to six children out of every 1,000 who will be diagnosed with autism. Researchers in this study are evaluating the *Peer Networks Intervention Project*, a comprehensive social-communication and literacy intervention program that addresses early social-communication and interaction skills, reading and academic skills, and behavioral and adaptive functional skills for young children with autism spectrum disorder. The purpose of this study is to evaluate the intervention against a typical classroom service model for young children with autism spectrum disorders.

**Amount:** \$2,969,998

**Period of Performance:** 3/1/2009–2/28/2013



## Cognition and Student Learning in Special Education

**Award Number:** R324A090092

**Institution:** University of California at Riverside

**Principal Investigator:** H. Lee Swanson

**Description:** *Growth in Literacy, Language, and Cognition in Children With Reading Disabilities Who are English Language Learners.* A growing number of children enter school in the United States with Spanish as their first language. The National Assessment of Educational Progress (NAEP) in 2005 indicated that only 15 percent of Hispanic students in fourth grade read at or above the levels associated with proficiency compared to 40 percent of White or Asian American students. Currently, approaches to the assessment and identification of children for special education services who have limited English proficiency are not consistent. For English language learner (ELL) children experiencing learning difficulties, it is unclear whether limited language proficiency in English is interfering with learning or is masking a learning disability or is leading to underperformance on assessments used for identification. The purpose of this study is to identify the measures and processes that accurately identify children with a reading disability who are English language learners. Researchers are identifying those cognitive and reading measures that separate children with a reading disability from children who are having difficulty acquiring English as a second language. The relationship between reading instruction and rate of cognitive and language growth on reading outcomes for children at risk for a reading disability will also be explored.

**Amount:** \$1,438,691

**Period of Performance:** 7/1/2009–9/30/2013

**Award Number:** R324A090164

**Institution:** University of Michigan

**Principal Investigator:** Priti Shah

**Description:** *Training Working Memory and Executive Control in ADHD Children.* Children with attention deficit hyperactivity disorder (ADHD) often experience difficulties in academic areas. Working memory, the cognitive system that allows for the maintenance and manipulation of information, is also affected in children with the disorder. Research has demonstrated an association between performance on working memory tasks and academic skills and learning outcomes. Given the importance of working memory for scholastic achievement, there has been increased interest in developing interventions that will improve working memory skills. In this project, researchers are developing and testing a series of working memory interventions for elementary school-aged children with attention-deficit hyperactivity disorder. The interventions are designed to improve working memory in order to improve learning and academic outcomes.

**Amount:** \$917,317

**Period of Performance:** 7/1/2009–6/30/2012

**Award Number:** R324A090002

**Institution:** University of California, Riverside

**Principal Investigator:** H. Lee Swanson

**Description:** *Strategy Training, Problem Solving, and Working Memory in Children With Math Disabilities.* An important part of mathematics programs in elementary schools are word problems. In many current theories on the development of children's mathematical problem-solving, a fundamental component is working memory. Children with math disabilities have limitations in working memory, and to date, there have not been any intervention studies that have tried to develop strategies to compensate for working memory demands as they relate to problem-solving in children with math disabilities. The purpose of this study is to develop and test a series of interventions that include supplemental classroom

materials and instructional strategies for children with math disabilities. The interventions are designed to compensate for working memory limitations to improve performance on math word problems.

**Amount:** \$1,516,050

**Period of Performance:** 7/1/2009–9/30/2012

**Award Number:** R324A090179

**Institution:** University of Kentucky

**Principal Investigator:** Brian Bottge

**Description:** *Evaluating the Efficacy of Enhanced Anchored Instruction for Middle School Students With Learning Disabilities in Math.* Research on interventions for secondary students with learning disabilities in math is limited. It has been estimated that between 5 to 10 percent of students have a specific learning disability in math. Difficulties in math performance are often attributed to a combination of weak problem-solving, such as identifying relevant information, and computational skills, such as basic operations involving fractions. Research has suggested that students with disabilities in math gain, on average, only one year of achievement in math for every two years they are in school, and for some math skills, there is little appreciable growth in the later school years. Researchers in this study are evaluating Enhanced Anchored Instruction, a pedagogical approach that allows students additional opportunities to practice their skills as they solve new but analogous math problems in applied and challenging contexts. The purpose of this study is to evaluate the intervention against a typical classroom curriculum.

**Amount:** \$2,330,163

**Period of Performance:** 7/1/2009–6/30/2013

### **Early Intervention and Early Learning in Special Education**

**Award Number:** R324A090181

**Institution:** Kent State University

**Principal Investigator:** Karen Kritzer

**Description:** *Building Math Readiness in Young Deaf/Hard-of-Hearing Children: Parents as Partners.* Despite a national focus on school readiness and mathematics achievement, deaf and hard-of-hearing (D/HH) students continue to demonstrate low levels of achievement in various areas of mathematics involving both computation and problem-solving. Although there is limited research documenting precisely when these low achievement levels begin, recent studies indicate that D/HH children may begin formal schooling already performing at levels below their hearing peers. There is a need to intervene early with young D/HH children to close the gap in mathematics achievement that exists between this population and their hearing peers. The purpose of this project is to develop and document the feasibility of an online program that will help parents of pre-school D/HH children increase their child's readiness for school mathematics. The rationale for using an online program is the low incidence and vast geographical distribution of the deaf population. The intervention will be based on natural daily activities and increasing parents' awareness of their role in mediating their child's learning. The project will investigate whether involvement in the program influences parent behavior in their interactions with their children to stimulate early mathematics learning in the home, the degree to which this affects D/HH children's understanding of fundamental mathematics concepts, and the extent to which the presentation of that intervention (in-person vs. online) is related to that change.

**Amount:** \$794,087

**Period of Performance:** 7/1/2009–9/30/2012

**Award Number:** R324A090005

**Institution:** Illinois State University

**Principal Investigator:** Maureen Angell

**Description:** *Parent-Implemented Social-Pragmatic Communication Intervention for Young Children With Developmental Disabilities.* Many young children who have been identified with developmental disabilities exhibit speech-language delays along with other impairments inherent in their diagnosed disabilities. Various interventions cited in the literature target the communicative and social behavior of school-aged children with developmental delays; however, there is limited information about these types of interventions for very young children with delays. Given that there are about one million infants and children through age five receiving early intervention and early childhood special education services under *IDEA* and that the number of young children identified with autism spectrum disorders is rising, there is a clear need to develop interventions that can be used with this age group. The purpose of this project is to develop and document the feasibility of an intervention to improve the social-pragmatic communication skills of young children with developmental delays. Social-pragmatic communication skills involve the ability to interpret and send appropriate verbal and nonverbal messages (e.g., eye contact, facial expressions, and body language) for successful communication exchanges in social environments. This intervention will be naturalistic, using the social context of naturally occurring interactions within everyday family activities. Because individuals with developmental delays often exhibit difficulty with generalization, strategies that promote skill generalization to untrained settings, people, and conditions (e.g., beyond the home) will be targeted.

**Amount:** \$855,738

**Period of Performance:** 3/1/2009–2/29/2012

**Award Number:** R324A090075

**Institution:** University of Nebraska–Lincoln

**Principal Investigator:** Susan Sheridan

**Description:** *Development of a Three-tiered Model in Early Intervention to Address Language and Literacy Needs of Children at Risk.* Language proficiency and early literacy competence are strong predictors of school success. Children who begin school without essential, prerequisite skills are significantly more likely to require remedial and special education services than are their peers who begin school with a solid grasp of essential language skills. Effective, responsive early intervention is critical to minimize the gap between struggling and achieving children upon school entry. Three-tiered models featuring universal, targeted, and individualized instruction (e.g., Response to Intervention or RtI) are increasingly common in elementary school programs due to evidence of their positive impact on students' literacy skills. However, little published research has investigated the use of three-tiered models in early education settings. The purpose of this project is to develop and assess the feasibility and utility of a three-tier prevention model to support language and early literacy skills of preschool children at risk for developing learning disabilities or reading difficulties.

**Amount:** \$1,499,511

**Period of Performance:** 6/1/2009–5/31/2012

**Award Number:** R324A090267

**Institution:** University of Kansas

**Principal Investigator:** Jean Ann Summers

**Description:** *Building Foundations for Self-Determination in Young Children With Disabilities: Developing a Curriculum for Families.* Self-determination is defined as a set of abilities and skills that allow one to define personal and interpersonal goals in life and to take initiative in reaching those goals. A self-determined young person has the ability to identify goals, problem-solve effectively, and appropriately express and advocate for him- or herself. Self-determination has been associated with positive academic and post-transition outcomes in adolescents and young adults with disabilities. In the current early childhood special education literature, there are interventions targeted at specific foundation

skills for developing future self-determination, such as engagement, self-control, or executive function. However, no evidence-based intervention provides a coordinated and comprehensive approach to encouraging the development of appropriate precursors of self-determination in young children with disabilities. The purpose of this study is to develop tools to enable families and practitioners to encourage the development of skills for self-determination in children ages 3–5 with disabilities.

**Amount:** \$918,533

**Period of Performance:** 7/1/2009–6/30/2012

**Award Number:** R324A090181

**Institution:** Vanderbilt University

**Principal Investigator:** Ann Kaiser

**Description:** *An Efficacy Trial of Milieu Teaching Language Intervention in Preschoolers With Language Disorders.* Children who experience early language delays include children with production delays only, children with both production and comprehension delays, and children who have global cognitive and other disabilities that affect their language development. Considerable research has focused on young children with delays only in productive language and on children older than 4 years with specific language impairment. Relatively less is known about children with co-occurring production and comprehension language delays under age 4 who do not have cognitive disabilities. These children are at relatively greater risk for persistent delays than young children with expressive delays only. This efficacy trial is designed to examine the effects of therapist-plus-parent implemented Enhanced Milieu Teaching (EMT) on children 24–36 months of age with significant delays in expressive and receptive language. EMT is a conversation-based model of early language intervention that uses child interest and initiation as opportunities to model and prompt language use in everyday contexts. EMT is a well-established intervention for facilitating language and communication skills in young children with cognitive impairment; however, the effects of EMT on language-delayed children who do not have significant global cognitive impairments have not been examined in an efficacy trial. The study will test whether EMT can be effective in remediating language delays and preventing the development of secondary impairments.

**Amount:** \$2,912,169

**Period of Performance:** 7/1/2009–6/30/2013

**Award Number:** R324A090044

**Institution:** Oregon Research Institute

**Principal Investigator:** Julie Rusby

**Description:** *Efficacy Trial of Carescapes: Promoting Social Development in Home-based Child Care.* Social competence is critical to the development and adjustment of preschool-age children and is linked to later school success. Child care provides an opportunity for young children to develop relationships with other young children and has the potential to facilitate the development of children's social competence. The quality of the child care environment may have lasting impacts on children's social development, yet many child care facilities fall short of providing an optimal environment. This is particularly the case for family child care settings, in which care is provided by a nonrelative in a caregivers' home. Compared to center-based care, the quality of care in child care homes varies greatly. Evidence supports positive relations between the quality in center-based child care and social outcomes, but much less is known about the relation between quality of care in home-based child care settings and young children's social competence. This research will test the efficacy of the Carescapes program "Promoting Children's Social Competence." This video-based training program was developed to improve home-based child care providers' practices and the quality of the child care environment and, in turn, to facilitate children's social development and prevent the escalation of behavioral difficulties that interfere with learning. This research will be the first randomized efficacy trial to investigate the extent to which training promotes positive caregiver practices in family child care and can enhance children's subsequent social outcomes.

**Amount:** \$2,727,926

**Period of Performance:** 3/1/2009–2/28/2013

**Award Number:** R324A090171

**Institution:** SRI International

**Principal Investigator:** Kathleen Hebbeler

**Description:** *Validating the Child Outcomes Summary Form (COSF) for Use in Accountability Systems Involving Young Children With Disabilities.* The purpose of this project is to evaluate the reliability and validity of the Child Outcomes Summary Form (COSF), a summary tool used by many states in reporting annual child progress for *IDEA* Part B and C Preschool Programs. The COSF is used by local education teams to synthesize multiple sources of information on how a child receiving special education preschool services functions across settings and situations. As part of COSF, each child is assigned a rating that indicates the child's overall functioning in three educational outcome areas: social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behavior to meet their needs. The COSF ratings at the program entry and exit point provide an indication of whether the child is making progress in these educational outcome areas.

**Amount:** \$1,698,256

**Period of Performance:** 7/1/2009–6/30/2013

### **Mathematics and Science Education**

**Award Number:** R324A090341

**Institution:** University of Oregon

**Principal Investigator:** Scott Baker

**Description:** *Foundations of Mathematical Understanding: Developing a Strategic Intervention on Whole Number Concepts.* The purpose of this project is to develop a core mathematics intervention for students in first grade who are at risk for mathematics difficulties and disabilities. The intervention, FUSION, is designed as a program for schools that use a multi-tiered approach to instruction that provides increasingly intense levels of instruction based on the results of frequent progress monitoring of students. FUSION will be developed as a Tier II program and will be most applicable in schools that rely on an RtI model for the identification of learning disabilities. There are two major aims of the project: (1) develop a 60-lesson intervention focusing on whole number concepts for students at risk for math learning difficulties and disabilities and (2) assess the feasibility and potential for efficacy of the intervention.

**Amount:** \$1,455,851

**Period of Performance:** 6/1/2009–5/31/2012

**Award Number:** R324A090340

**Institution:** Texas Christian University

**Principal Investigator:** Lindy Crawford

**Description:** *The Math Learning Companion: An Individualized Intervention for Students With Math Learning Disabilities.* The purpose of this project is to develop and demonstrate the feasibility of the Math Learning Companion, a web-based mathematics intervention for sixth-grade students struggling with mathematics. The research team will also conduct a pilot study to assess the promise of the intervention for improving student outcomes in a pre-test and post-test study design. The development of the Math Learning Companion is based on pedagogical principles for students with disabilities and includes explicit instruction, scaffolds, distributive and massed practice, corrective feedback, and positive reinforcement.

**Amount:** \$1,495,898

**Period of Performance:** 7/1/2009–6/30/2012

**Award Number:** R324A090039

**Institution:** Vanderbilt University

**Principal Investigator:** Lynn Fuchs

**Description:** *Dynamic Assessment to Predict First Graders' Mathematics Development.* One major purpose of educational assessment is screening, which is the practice of predicting which students are likely to perform poorly in school. With accurate screening, students at risk of poor outcomes can be identified to receive intervention early. Most commonly, screening is accomplished using traditional static tests, where examinees respond without examiner assistance. However, static tests reveal only two student states: unaided success or failure. Children may, however, function somewhere between these states: unable to perform a task independently but able to succeed with assistance. This has implications for distinguishing among lower performing students. This research will develop a dynamic assessment for early mathematics that assesses a student's capacity to learn rather than what the student presently knows. The study will also determine its usefulness for forecasting students' math performance in first grade.

**Amount:** \$1,594,341

**Period of Performance:** 9/1/2009–8/31/2013

### **Postdoctoral Research Training Program in Special Education**

**Award Number:** R324B090010

**Institution:** Florida International University

**Principal Investigator:** William Pelham

**Description:** *Postdoctoral Training in Intervention Research for Children With Disruptive Behavior Disorders.* The University of Buffalo Post Doctoral Training in Intervention Research for Children with Disruptive Behavior Disorders provides postdoctoral fellows with training on contemporary intervention research design and evaluation. The program will be housed in the Center for Children and Families, a multidisciplinary institute with faculty from the Schools of Arts and Sciences, Medicine, and Education who focus on the development and evaluation of interventions for students with disruptive behavior disorders. Fellows will receive advanced training in randomized control trials, including sequential, multiple assignment randomized trials, as well as quasi-experimental and single-subject designs. The Fellowship will center on two or more research projects of the faculty, which currently include (1) development and evaluation of interventions for students with disruptive behavior disorders, (2) longitudinal studies, (3) teacher training, and (4) instrument development.

**Amount:** \$445,800

**Period of Performance:** 7/1/2009–6/30/2012

**Award Number:** R324B090005

**Institution:** University of North Carolina at Chapel Hill

**Principal Investigator:** Samuel Odom

**Description:** *Post Doctoral Training in Special Education Research.* The University of North Carolina at Chapel Hill Post Doctoral Training in Special Education Research provides postdoctoral fellows with methodological training in two areas of research—intervention programs for children and youths with autism spectrum disorders and RtI for children with special educational needs. The program will be housed in the Frank Porter Graham Child Development Institute, an interdisciplinary research center with faculty from early childhood education/early intervention, psychology, special education, speech and communication disorders, epidemiology, pediatrics, and public health. The primary focus of the training program will be on intervention research, both development and evaluation. Fellows will receive training in randomized control trials as well as strong quasi-experimental and single-subject designs. The fellowship will center on two or more faculty research projects, which currently include (1) an evaluation of comprehensive treatment models for children with autism, (2) development of interventions for young

children with autism, (3) development of a literacy-based RtI model, (4) evaluation of a school readiness program for English language learners, and (5) evaluation of professional development programs.

**Amount:** \$638,279

**Period of Performance:** 8/1/2009–7/31/2013

### **Professional Development for Teachers and Related Services Providers**

**Award Number:** R324A090012

**Institution:** Ohio State University

**Principal Investigator:** Laura Justice

**Description:** *Language Growth and Therapy Characteristics for Early Elementary Students.* Over 49,000 speech-language pathologists provide services for over 1 million elementary school pupils who have a primary speech and language impairment. Despite the prevalence and \$36 billion annual expense for speech-language services, there is little research showing which characteristics of language intervention specifically lead to improved language outcomes for students. In order to identify "what works" in speech-language pathology, this study will identify characteristics of language intervention received by early elementary pupils with a primary language impairment within public school programs. Specifically, this research will examine how dosage (e.g., how much and how often intervention is provided), techniques (e.g., what language targets are addressed and steps for doing so), and context (e.g., where intervention is provided and the size of student groupings) are associated with language outcomes, providing guidance for future speech-language pathology intervention development and efficacy studies.

**Amount:** \$1,814,200

**Period of Performance:** 3/1/2009–3/31/2012

**Award Number:** R324A090004

**Institution:** Ohio State University

**Principal Investigator:** Jane Case-Smith

**Description:** *Write Start: Development of an Integrated Occupational Therapy Writing Intervention.*

Learning to write legibly and fluently is important to children's academic progress. In particular, handwriting appears to be important to the fluency and quality of students' written composition. Often, teachers do not provide explicit and systematic handwriting instruction and rarely use a handwriting program. The handwriting programs that are available have limited evidence for their ability to improve student outcomes. In addition, when students with disabilities who have handwriting difficulty are referred to the occupational therapist, these services are often provided one-on-one in a therapy room outside the classroom or in an isolated area of the classroom. Because of this isolation, the occupational therapist may have limited exposure to the student's curriculum and may not have sufficient understanding of the problems the student is having in the classroom. Also, the teacher may not receive information helpful to understanding the student's performance problems and may not be aware of the student's progress. Therefore, this research study will develop a handwriting program, Write Start, co-taught by teams of occupational therapists and teachers for first-grade students. The purposes of the project are to develop a comprehensive handwriting program that enables primary grade students to become proficient in handwriting and to develop a fully inclusive model for delivery of occupational therapy services.

**Amount:** \$556,526

**Period of Performance:** 3/1/2009–3/31/2012

**Award Number:** R324A090237

**Institution:** University of Louisville Research Foundation, Inc.

**Principal Investigator:** Andy Frey

**Description:** *Enhanced First Step to Success: Improving School Readiness for School Children With Disruptive Behavior.* Students with the most severe behavior problems often have multiple risk factors outside of the school setting. Existing intervention programs target young children with significant behavioral problems that may have some degree of impact on improving behavior, but these programs are generally not sufficient to substantially decrease the most challenging forms of severe behavior. These students and their families require comprehensive community-based interventions, in addition to components that foster collaboration and communication between home and school settings. First Step to Success was designed as a collaborative home and school early intervention to assist at-risk school-age children in having a positive beginning in their school careers. The First Step program has been shown to successfully improve the behavior of these students, but on the whole, the program does not sufficiently address the myriad of problems that affect the lives of students with the most severe behavior problems and with multiple risk factors outside of school. To address this need, the research team will develop the Enhanced First Steps to Success intervention, which includes more intensive family intervention and case management processes.

**Amount:** \$1,497,356

**Period of Performance:** 7/1/2009–9/30/2012

**Award Number:** R324A090295

**Institution:** Iowa State University

**Principal Investigator:** Anne Foegen

**Description:** *Professional Development for Algebra Progress Monitoring.* The purpose of this study is to develop a professional development program that will enable teachers of students with disabilities to better monitor students' learning in algebra. The aim of this project is to develop and pilot test an online professional development system that monitors progress in algebra, primarily for students with learning disabilities. The Professional Development for Algebra Progress Monitoring system will provide teachers with training and support for keeping track of students' progress.

**Amount:** \$1,483,333

**Period of Performance:** 8/1/2009–7/31/2012

**Award Number:** R324A090283

**Institution:** University of Kansas

**Principal Investigator:** Maura Linas

**Description:** *Professional Development That is Systemic, Focused on Teacher Growth, Incorporates Coaching, Collaboration, Cohorts, and Increased Knowledge to Create Student Success.* The purpose of this project is to develop a professional development curriculum to improve teacher practice in general instructional and classroom management practices in ways that will promote student success. The professional development curriculum will be called STICKS—Systemic, focused on Teacher growth, Incorporates Coaching, collaboration, cohorts, and increased Knowledge to create Student success.

**Amount:** \$1,408,568

**Period of Performance:** 7/1/2009–6/30/2012



## Reading, Writing, and Language Development

**Award Number:** R324A090038

**Institution:** University of Minnesota

**Principal Investigator:** Theodore Christ

**Description:** *Formative Assessment and Instrumentation Procedures for Reading.* Progress monitoring measures, unlike summative assessments, allow for the depiction and analysis of student growth and are uniquely suited for the evaluation of students' response to instruction and intervention. Assessments that measure individual student growth and progress must not only be reliable and valid, they must also allow for frequent measurement, be brief and easy to administer, and consist of a number of alternate forms so that the same test does not have to be used across repeated student assessments. These alternate forms must be constant in terms of the construct being measured, procedures for administration, and level of difficulty. Otherwise, changes in observed scores across time may not accurately reflect student growth, and, more important, may contribute to inaccurate decisions regarding students' response to intervention and potential referral for special education eligibility. The purpose of this study is to improve progress monitoring in reading by developing, evaluating, and finalizing a set of passages and procedures, called Formative Assessment and Instrumentation Procedures for Reading. The instrumentation and procedures are targeted to assess students' rate of reading and comprehension in first through fifth grade.

**Amount:** \$1,598,857

**Period of Performance:** 6/1/2009–5/31/2013

**Award Number:** R324A090028

**Institution:** Oregon Health & Science University

**Principal Investigator:** Charity Rowland

**Description:** *Using the International Classification of Function-Children and Youth (ICF-CY) to Guide Communication Instruction for Augmentative and Alternative Communication Users.* There are few measurement tools or frameworks for profiling the communication skills and generating diagnostic profiles of children who use augmentative and alternative communication (AAC). These children are particularly difficult to assess because they do not use speech for expression but instead use a variety of non-speech behaviors and devices to communicate. Diagnostic frameworks would not only assist educators with accurately assessing the children's educational and developmental needs and skills, they also would help educators document appropriate individualized education program goals and target interventions to a child's unique profile. The purpose of this project is to develop a diagnostic framework, the Augmentative and Alternative Communication—International Classification of Function. The framework will tailor the ICF-CY to profile the skills and needs of children who use AAC. The ICF-CY is a coding scheme used in clinical and research settings to describe and measure children's health and disability. The researchers plan to extract items from the ICF-CY that are most relevant to communication skills of AAC users and can be used to create diagnostic profiles. In addition, the researchers will further develop the framework to be responsive to changes in the children's environment and development of new skills. Child profiles that are obtained through the new framework will be used to match instruction to children's communication strengths and needs, with the goal of improving communication outcomes.

**Amount:** \$1,599,163

**Period of Performance:** 7/1/2009–9/30/2013

## Social and Behavioral Outcomes to Support Learning

**Award Number:** R324A090049

**Institution:** University of South Florida

**Principal Investigator:** Albert Duchnowski

**Description:** *Parent Connectors: A Parent Support Program to Improve Outcomes for Students Who Have Emotional Disturbances.* Students with emotional disturbances have the worst educational outcomes compared to their peers with other disabilities. Recent research indicates that parent involvement is important in improving academic outcomes for students, yet parents of youths who have emotional disturbances are typically not as involved in their child's education compared to parents of students with other disabilities or students without disabilities. To better use existing school and social services to help their children, parents of students with an emotional disturbance need information about what causes emotional disturbances and how they can help their children. This research team is developing an intervention, Parent Connectors, aimed at increasing the engagement of families in the educational development of children with an emotional disturbance. Parent Connectors will promote the necessary knowledge, skills, and attitudes of parents to allow them to be effective partners with school personnel to improve their child's outcomes.

**Amount:** \$1,184,233

**Period of Performance:** 3/1/2009–5/31/2012

**Award Number:** R324A090322

**Institution:** University of Kansas Center for Research, Inc.

**Principal Investigator:** Earle Knowlton

**Description:** *Social Tele-Coaching in Classroom Settings.* Social skills are important to students' school success, but a considerable number of children and adolescents with disabilities continue to face significant difficulty engaging socially with peers and adults at school. There are existing social skills programs that have been widely implemented, but research has suggested that although students acquire social skills knowledge and can use those skills in the intervention setting (e.g., small group), their skills fail to transfer or generalize to other environments (e.g., lunchroom). Some programs have used social skills "coaches" in school settings to directly assist students with using the social skills they have learned, but this tends to be obtrusive and disruptive. However, wireless audio technology (e.g., bug in the ear) and interactive video technology have the potential to enable coaches to provide these supports unobtrusively from remote sites. These types of programs have been used with parent training, where a social skills trainer communicates directly to the parent behind a one-way mirror while the parent interacts with his or her child. This technology has potential for allowing students with disabilities to receive the services of a social skills coach while interacting with students and adults in naturalistic settings. The purposes of this study are to develop a remote-delivery, social skills coaching intervention, Social Tele-Coaching (SOTELCO), and to assess its feasibility in schools for students with disabilities.

**Amount:** \$1,078,881

**Period of Performance:** 6/1/2009–9/30/2012

**Award Number:** R324A090197

**Institution:** University of Missouri

**Principal Investigator:** James Laffey

**Description:** *Developing a 3D-based Virtual Learning Environment for Use in Schools to Enhance the Social Competence of Youth With Autism Spectrum Disorder.* Children identified with high functioning autism or Asperger syndrome have deficits in social competence that can lead to problematic social behavior and social isolation. Lack of appropriate social skills interferes not only with their ability to succeed in school, but with successful transition to adulthood. A promising social skills program, Social Competence Intervention based on a framework of Cognitive Behavioral Intervention: SCI-CBI, has shown promise for improving social behavior of youths with autism. This face-to-face program occurs in

a limited number of clinic settings, however, and access to this program is restricted for some students who do not live close to a clinic setting, cannot meet during the available clinic hours, or have problems securing transportation to such settings. This project will adapt the SCI-CBI curriculum into a cost-effective school-based model, iSocial, that can be delivered via networked, 3D-based virtual learning environments (3D VLE). The goal is to develop and then test the feasibility and promise of using 3D VLE to make the SCI-CBI program available in schools to youths with autism who have no or limited access to high-quality face-to-face programs.

**Amount:** \$1,491,075

**Period of Performance:** 7/1/2009–9/30/2012

**Award Number:** R324A090060

**Institution:** University of Missouri

**Principal Investigator:** Janine Stichter

**Description:** *Developing a School-based Social Competence Intervention.* Youths with high functioning autism spectrum disorders (ASD) exhibit social skills deficits that inhibit their ability to navigate the complex social environment. For example, students with ASD are often unable to pick up nonverbal social cues and social prompts and tend to display socially unacceptable behavior. Students are described as socially awkward, self-centered, or emotionally blunted. This interferes not only with their ability to succeed in school, but with successful transition to adulthood. Research on existing social skills programs has been somewhat mixed, but in general, concludes that interventions delivered in more natural contexts and environments are associated with stronger maintenance and generalization of social skills. The purpose of this project is to modify and further develop an existing program, a clinic-based Social Competence Intervention (SCI-C) intervention, for school-based settings (SCI-S).

**Amount:** \$1,107,127

**Period of Performance:** 3/1/2009–5/31/2012

**Award Number:** R324A090111

**Institution:** Oregon Research Institute

**Principal Investigator:** John Seeley

**Description:** *Ecological Approach to Family Intervention and Treatment (ECO-FIT) Integrated With PBS: An Effectiveness Trial in Middle School.* Student problem behavior at school represents a challenge for teachers, parents, and students. Youths who engage in problem behavior at school often have a variety of related issues such as low achievement, low attendance or drop out, depression, and substance use. The transition to high school is a risky period for youths, especially for those already showing problem behaviors, because of the potential for increased antisocial behavior, including substance use and violence. Early adolescence represents a narrow window of opportunity to intervene with students who are currently displaying behavior problems and set them on a path to more successful educational outcomes in high school. This research will test the effectiveness of a family and school intervention, the Ecological Approach to Family Intervention and Treatment (EcoFIT), under scaled-up conditions in middle schools. From numerous studies across diverse settings, the EcoFIT intervention has obtained strong evidence of its efficacy for reducing problem behaviors in the school and home environments and increasing academic achievement and attendance.

**Amount:** \$6,598,994

**Period of Performance:** 3/1/2009–5/28/2014

**Award Number:** R324A090098

**Institution:** Louisiana State University and A&M College

**Principal Investigator:** Frank Gresham

**Description:** *Development and Validation of Progress Monitoring Tools for Social Behavior.* Assessment tools that measure individual student progress in social behavior must not only allow for frequent measurement and be brief and easy to administer, they must also be reliable and valid. Otherwise,

changes in observed scores across time may not accurately reflect student progress, and, more important, may contribute to inaccurate decisions regarding students' response to intervention. Although a number of general purpose measures of student social behavior have been used for progress monitoring, there are currently no widely accepted, reliable, and validated brief behavior progress monitoring tools. The purpose of this study is to develop a series of change-sensitive progress monitoring tools called Brief Behavior Rating Scales (BBRS) that are efficient, practical, reliable, and valid. BBRS will be appropriate for classroom educators who need efficient and effective behavior progress-monitoring tools to monitor their students on a continuous and regular basis.

**Amount:** \$1,415,791

**Period of Performance:** 5/15/2009–8/14/2013

**Special Education Policy, Finance, and Systems**

**Award Number:** R324A090104

**Institution:** University of Oregon

**Principal Investigator:** Scott Baker

**Description:** *Project ECRI: Enhancing Core Reading Instruction in First Grade.* Primary and secondary reading instruction that is part of an RtI Intervention model is often delivered through a core reading program. Implementation of core programs can vary widely among teachers, and poor implementation may weaken the potential of the program to improve student outcomes. In addition, the core program alone may not be sufficient for addressing all of the needs of students who require more intensive secondary intervention. For these students, practitioners may purchase accompanying materials that often do not align well with the core program. Given the variation in implementation and lack of alignment across instructional materials, intervention provided to students who require secondary intervention may not be optimally effective. The researchers at the University of Oregon have developed an enhanced RtI system, called Enhancing Core Reading Instruction in First Grade, to improve implementation of high-quality instruction and align instruction and intervention materials. In this project, researchers will test whether this system improves reading instruction, increases reading achievement, and prevents reading problems and the misidentification of students with specific learning disabilities.

**Amount:** \$5,115,878

**Period of Performance:** 9/1/2009–8/31/2013

**Award Number:** R324A090052

**Institution:** Vanderbilt University

**Principal Investigator:** Douglas Fuchs

**Description:** *Responsiveness-To-Instruction to Strengthen the Academic Performance of Students With Reading and Math Disabilities.* The academic needs of students who have concurrent reading and mathematics disabilities are not frequently addressed by practitioners or researchers. When they are addressed, an additive approach is frequently implemented. In this approach, reading interventions and math interventions are provided separately as if students had only a reading disability or only a math disability. This additive instructional approach can represent a major allocation of school resources, and it can consume a large portion of a student's instructional time. Preliminary evidence suggests that a systemic approach that integrates reading and math interventions may be more efficient and more effective. This study will address this question. It will evaluate whether an intervention that integrates reading and math instruction is more effective than an additive intervention for preventing or mitigating disability among students with or at risk for disabilities in both reading and math.

**Amount:** \$2,983,337

**Period of Performance:** 6/1/2009–5/31/2013

## **Transition Outcomes for Secondary Students with Disabilities**

**Award Number:** R324A090288

**Institution:** University of Northern Colorado

**Principal Investigator:** Kay Ferrell

**Description:** *The Relationship of the Expanded Core Curriculum to Transition Outcomes for Students With Visual Impairments.* The Expanded Core Curriculum (ECC) is intended to improve the academic and postschool outcomes for students with visual impairments and has been widely adopted across the country. The ECC includes units that cover nine topics: (1) compensatory and functional skills, (2) orientation and mobility, (3) social skills, (4) independent living skills, (5) leisure and recreation skills, (6) career and vocational skills, (7) technology, (8) sensory efficiency, and (9) self-determination. However, little research has examined the relation between providing the ECC and postschool outcomes. This study used an existing dataset, the National Longitudinal Transition Study-2 (NLTS2) to examine the relationship of the ECC to transition outcomes for students with visual impairments.

**Amount:** \$232,661

**Period of Performance:** 7/1/2009–6/30/2010

**Award Number:** R324A090307

**Institution:** University of South Alabama

**Principal Investigator:** Dennis Campbell

**Description:** *Transition Outcomes for Special Education Secondary Students: Project Choices.* The purpose of this project is to address the need for ready access to information for parents, students, schools, and community agencies regarding transitional and community support programs. The goal of this project is to develop an online system that will assist in developing valid transition and educational plans toward improved adult outcomes for students with disabilities. The research team will develop an interactive, web-based data system, Choices, to help guide students with disabilities and their families through the transition process.

**Amount:** \$1,300,093

**Period of Performance:** 8/1/2009–7/31/2012



## **Section V**

### **Summary of Studies and Evaluations Under Section 664 of *IDEA***





## Summary of Studies and Evaluations Under Section 664 of *IDEA*

In the December 2004 reauthorization of the *Individuals with Disabilities Education Act (IDEA)*, Congress required the secretary to delegate to the director of the Institute of Education Sciences (IES) responsibility to carry out studies and evaluations under sections 664(a), (b), and (c) of *IDEA*. This section of the annual report describes studies mandated by sections 664(a) and 664(c) of the law; the next section (i.e., Section VI) describes studies that contribute to the national assessment of *IDEA* required by section 664(b).

As specified in section 664(a), IES, either directly or through grants, contracts, or cooperative agreements awarded to eligible entities on a competitive basis, assesses the progress in the implementation of *IDEA*, including the effectiveness of state and local efforts to provide (1) a free appropriate public education to children with disabilities and (2) early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them. Under section 664(a), IES supports rigorous studies and evaluations that (1) analyze the impact of state and local efforts to improve educational and transitional services for children with disabilities; (2) analyze state and local needs for professional development, parent training, and other appropriate activities to reduce the need for disciplinary actions involving children with disabilities; (3) assess educational and transitional services and results for children with disabilities from minority backgrounds; (4) measure educational and transitional services and results for children with disabilities, including longitudinal studies; and (5) identify and report on the placement of children with disabilities by disability category.

As specified in section 664(c) of *IDEA*, IES is required to carry out a national study or studies related to students with disabilities who take alternate assessments. In particular, IES is responsible for carrying out a national study or studies that examine: (1) the criteria that states use to determine eligibility for alternate assessments and the number and type of children who take those assessments and are held accountable to alternate achievement standards; (2) the validity and reliability of alternate assessment instruments and procedures; (3) the alignment of alternate assessments and alternate achievement standards to state academic content standards in reading, mathematics, and science; and (4) the use and effectiveness of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need.

The National Center for Special Education Research (NCSE) and the National Center for Education Evaluation and Regional Assistance (NCEE), which are part of IES, are responsible for and collaborate on studies and evaluations conducted under sections 664(a), (b), and (c) of *IDEA*. The

following studies and evaluations, authorized by sections 664(a) and (c) of *IDEA* and supported by IES, were ongoing during federal fiscal year 2009 (i.e., Oct. 1, 2008 through Sept. 30, 2009):

**Contract Number:** ED-01-CO-0003

**Contractor:** SRI International

**Project Director:** Mary Wagner

**Description:** *National Longitudinal Transition Study-2 (NLTS2)*. This study is intended to provide a national picture of the experiences and achievements of students in special education during high school and as they transition from high school to adult life. NLTS2 involves a nationally representative sample of 11,276 students who were 13 to 16 years old and receiving special education services in December 2000. These students were followed into 2010 in an effort to understand their educational, vocational, social, and personal experiences as they transition from adolescence to early adulthood. Published reports from this study are available at <http://ies.ed.gov/ncser/pubs/> (accessed Feb. 26, 2013).

**Amount:** \$23,573,453

**Period of Performance:** 1/2/2001–8/30/2011

**Contract Number:** ED-04-CO-0059/0005

**Contractor:** Westat

**Project Director:** Elaine Carlson

**Description:** *Pre-Elementary Education Longitudinal Study (PEELS)*. This study examines the preschool and early elementary school experiences of a nationally representative sample of 3,104 children with disabilities and the outcomes they achieved. It focuses on children's preschool environments and experiences, their transition to kindergarten, their kindergarten and early elementary school education experiences, and their academic and adaptive skills (including academic achievement, social development, and participation in the classroom and community). For more information on PEELS, see published reports from this study at <http://ies.ed.gov/ncser/pubs/> (accessed Feb. 26, 2013).

**Amount:** \$14,198,843

**Period of Performance:** 9/29/2004–9/28/2011

**Contract Number:** ED-04-CO-0140

**Contractor:** Westat

**Project Director:** William Frey

**Description:** *A Study of States' Monitoring and Improvement Practices Under the Individuals with Disabilities Education Act*. This study described the nature and extent of the various monitoring activities implemented by states for Parts B and C of *IDEA*. Data on 20 states' monitoring systems were collected during two site visits that took place in school years 2004–05 and 2006–07. The study addressed the contextual factors that may affect states' monitoring systems, states' approaches to monitoring, and how states' monitoring systems and processes mapped onto a framework developed for the study. The final report from this study is available at <http://ies.ed.gov/ncser/pubs/20113001/> (accessed Dec. 6, 2012).

**Amount:** \$4,078,275

**Period of Performance:** 9/30/2004–9/29/2010

The following study, required specifically by section 664(c) of *IDEA* and supported by IES, was also ongoing during federal fiscal year 2009.

**Contract Number:** ED-04-CO-0040/0004

**Contractor:** SRI International

**Project Director:** Jose Blackorby

**Description:** *National Study on Alternate Assessments*. This study was a congressionally mandated study of alternate assessments based on alternate achievement standards. The project developed state and national profiles on the implementation of alternate assessments and conducted surveys to explore the implementation processes at state and local levels. Published reports from this study are available at <http://ies.ed.gov/ncser/pubs/> (accessed Dec 6, 2012).

**Amount:** \$4,410,960

**Period of Performance:** 9/27/2005–4/30/2010



## **Section VI**

### **Extent and Progress of the Assessment of National Activities**



## Extent and Progress of the Assessment of National Activities

As specified in section 664(b) of the *Individuals with Disabilities Education Act (IDEA)*, as reauthorized in 2004, the secretary has the responsibility to carry out a “national assessment” of activities carried out with federal funds under *IDEA*. The secretary has delegated to the Institute of Education Sciences [IES, in accordance with section 664(a) of *IDEA*] the responsibility for carrying out this national assessment [as required by section 664(b)] of the implementation and effectiveness of *IDEA* and of the federal, state, and local programs and services supported under the law. IES is carrying out this national assessment to (1) determine the effectiveness of *IDEA* in achieving the law’s purpose; (2) provide timely information to the president, Congress, the states, local education agencies, and the public on how to implement *IDEA* more effectively; and (3) provide the president and Congress with information that will be useful in developing legislation to achieve the purposes of *IDEA* more effectively. The national assessment is designed to address specific research questions that focus on (1) the implementation and impact of programs funded under *IDEA* in addressing developmental and academic outcomes for children with disabilities, (2) identification for early intervention and special education, (3) early intervention and special education services, and (4) early intervention and special education personnel. The National Center for Education Evaluation and Regional Assistance (NCEE), which is part of IES, is responsible for the national assessment of *IDEA*, in coordination with the National Center for Special Education Research (NCSER) at IES. NCEE supported the following studies related to the national assessment during federal fiscal year 2009 (i.e., Oct. 1, 2008 through Sept. 30, 2009):

**Contract Number:** ED-04-CO-0040/0007

**Contractor:** SRI International

**Project Director:** Jose Blackorby

**Description:** *Patterns in the Identification of and Outcomes for Children and Youth With Disabilities.*

This study used existing data collected by the U.S. Department of Education and other federal agencies to provide a national description of identification patterns across time and comparisons of the outcomes for children and youths with disabilities with outcomes of samples that included their peers without disabilities. The study found that across age groups, there was an increase from 1997 to 2005 in the percentages of children either newly identified or continuing to receive early intervention and special education services. Children identified for services under *IDEA*, while demonstrating growth over time in their performance, had lower skill levels across outcomes than their same-age peers not identified for *IDEA* services or in the general population. The outcomes studied included developmental skills appropriate for young children, reading and math skills as indicated by National Assessment of Educational Progress scores, and academic skills needed by older school-age youths for school completion. The final report from this study is available at <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20104005> (accessed Dec. 6, 2012).

**Amount:** \$967,769

**Period of Performance:** 8/7/2007–2/6/2010

**Contract Number:** ED-04-CO-0015/0009

**Contractor:** Abt Associates and Westat

**Project Director:** Alan Werner

**Description:** *IDEA National Assessment Implementation Study.* This study was designed to provide a representative, national picture of state and local implementation of early intervention and special education policies and practices supported under *IDEA*, with a focus on implementation of the new provisions added to *IDEA* in 2004. Topics for the study included the provision of services for young children with disabilities, coordinated early intervening services (CEIS) and Response to Intervention (RtI), developmental and academic standards for children with disabilities, qualified personnel, promoting parent participation, and dispute resolution. Data collection during 2009 included surveys of state administrators of programs for infants and toddlers with disabilities, preschool-age children with disabilities, and school-age children receiving special education services, as well as a survey of a nationally representative sample of school district special education administrators. The study found that Part C state lead agencies support the transition of toddlers with disabilities to Part B preschool-age special education programs, but that Part C state lead agencies have not expanded to serve children until kindergarten. At age 3, toddlers receiving Part C services transition to Part B services (if eligible), typically involving a change in the state and local level agency or provider and often a change in support staff, service settings, and services. The study also found that most school districts (85 percent) do not use *IDEA*, Part B, funds to provide CEIS. *IDEA* permits, and in some cases requires, school districts to use some of their Part B funds to provide CEIS, which are services for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) not yet identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment. Finally, the study found that most school districts implement RtI, use RtI data when determining eligibility of children as having specific learning disabilities (SLD), and support RtI with district general funds. RtI, which is commonly understood to represent a range of practices for monitoring student academic and behavioral progress and providing targeted interventions, was added to *IDEA* in 2004 as a way to inform the determination of SLD and implement CEIS for children not identified as needing special education and related services. The final report from this study is available at <http://ies.ed.gov/ncee/pubs/20114026/index.asp> (accessed Feb. 26, 2013).

**Amount:** \$2,271,022

**Period of Performance:** 9/6/2007–12/31/2011

**Contract Number:** ED-04-CO-0059/0022

**Contractor:** Westat, Council for Exceptional Children, and Compass Consulting

**Project Director:** Thomas Fiore

**Description:** *Evaluation of the IDEA Personnel Development Program.* This evaluation included two descriptive studies, each focusing on different funding recipients for the *IDEA* Subpart 2 Part D, Personnel Development Program. The first study was of the national centers that are funded under this grant program, and that are designed to provide a variety of national capacity-building and scientifically based products and services to a range of audiences including researchers, trainers, and education services providers. Panels of experts rated the quality and relevance/usefulness of documented materials and technical assistance provided by the national centers. The second study was of higher education institutions' special education personnel preparation programs funded through this grant program. In addition to examining a number of funded program outcomes (e.g., number of students enrolled in courses and number of students who exited courses of study without completing them), the second component included expert panel ratings of the quality and relevance/usefulness of additions or significant modifications to courses of study during the period of each grant. To determine what became of nonfunded programs, the second study also included a survey of applicants from FY 2006 and FY 2007 who were not funded in those years. The final report from this evaluation is available at



<http://ies.ed.gov/ncee/pubs/20144007/> (accessed Mar. 3, 2014).

**Amount:** \$2,804,871

**Period of Performance:** 9/19/2007–9/30/2013

**Contract Number:** ED-04-CO-0025/0013

**Contractor:** American Institutes for Research and NORC at the University of Chicago

**Project Director:** Mengli Song

**Description:** *Study of School Accountability for Students With Disabilities.* This study is describing the extent to which schools are accountable for the students with disabilities (SWD) subgroup under the *Elementary and Secondary Education Act*, how adequate yearly progress and school improvement status of schools vary with school accountability status, and how regular and special education practices for students with disabilities vary with school accountability for the SWD subgroup. Data sources for the evaluation include extant data from the U.S. Department of Education's *EDFacts* database as well as 2011 surveys of principals and special education designees from elementary and middle schools in 12 states. The evaluation is addressing three research questions: (1) To what extent are schools accountable for the performance of the SWD subgroup, and how does this accountability vary across schools and over time? (2) To what extent have schools accountable for the SWD subgroup been identified as needing improvement? (3) How does school accountability for the SWD subgroup relate to regular and special education practices for SWD? An interim report, relying on analysis of *EDFacts* data from 2005–06 to 2008–09 school years from up to 40 states, was released in May 2012 and is available at <http://ies.ed.gov/ncee/pubs/20124056/> (accessed March 1, 2013). An update on the interim report, using data through the 2009–10 school year from up to 44 states, was released in October 2013 and is available at <http://ies.ed.gov/ncee/pubs/20134017/> (accessed March 3, 2014). A third report, relying on analysis of data from *EDFacts* and 2011 surveys of school staff in 12 states, is expected to be released in 2014. Reports from this study will be announced at <http://ies.ed.gov/ncee/> (accessed March 3, 2014).

**Amount:** \$3,626,218

**Period of Performance:** 2/28/2008–2/27/2015

**Contract Number:** ED-04-CO-0111/0003

**Contractor:** MDRC, SRI International, Instructional Research Group, and Survey Research Management

**Project Director:** Fred Doolittle

**Description:** *Evaluation of Response to Intervention Practices for Elementary School Reading.* This evaluation is investigating the effects on Grade 1-3 reading achievement of providing intensive interventions to children who have been identified as at risk for reading difficulties. This study is also investigating the range of Response to Intervention (RtI) practices for early reading being used by a representative sample of schools in 13 states, and how schools experienced with RtI vary the intensity of reading instruction to children based on student benchmark reading performance. The evaluation is relying on a combination of regression discontinuity methods and descriptive comparisons. Site recruitment and data collection occurred in 2011 and 2012. The report from this study will be announced at <http://ies.ed.gov/ncee/> (last accessed Mar. 3, 2014).

**Amount:** \$14,204,339

**Period of Performance:** 3/26/2008–3/25/2015

**Contract Number:** ED-04-CO-0059/0032

**Contractor:** Westat and Empatha

**Principal Investigator:** Tamara Daley

**Description:** *National Evaluation of the IDEA Technical Assistance and Dissemination Program.* As specified in *IDEA* Part D, the Technical Assistance and Dissemination (TA&D) Program is to provide technical assistance, support model demonstration projects, disseminate useful information, and implement activities that are supported by scientifically based research to meet the needs of children with disabilities. The National Evaluation of the *IDEA* TA&D Program is designed to describe the products

and services provided by the TA&D Program grantees, state and local needs for technical assistance, and the role that the TA&D Program plays in meeting those needs and supporting implementation of *IDEA* 2004. Research questions focus on three topic areas: (1) Description of needs for and uses of TA&D services: What are the areas in which states and local providers report needing and/or receiving technical assistance to support *IDEA* implementation across all education-levels? Which services are seen as most helpful in contributing to the improvement of key student outcomes and what are the perceived barriers to local level implementation? (2) Description of TA&D grantee services: What are the TA&D Network objectives and provider areas of practice? How do TA&D grantees identify their clients, assess their needs, and develop and maintain their relationship with clients? (3) Relationship between technical assistance and implementation of practices and policy: To what extent does assistance from TA&D grantees relate to implementation of special education policies and practices that support the implementation of *IDEA*? Data collection, which began in 2011, included administering surveys to TA&D Program grantees, all state *IDEA* Part B and Part C administrators, and a sample of state-level special education program staff. An interim report based on these data was released in October 2013 (<http://ies.ed.gov/ncee/pubs/20144000/>). The final report from the study will be announced at <http://ies.ed.gov/ncee/> (accessed October 24, 2013).

**Amount:** \$2,995,294

**Period of Performance:** 9/25/2009–9/24/2014

## **Appendix A**

### **Infants, Toddlers, Children, and Students Served Under *IDEA*, by Age Group and State**



**Exhibit A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and state: Fall 2008**

State	Age group							
	Birth through age 2		3 through 5		6 through 21		14 through 21	
	Number served	Percentage of the population served <sup>a</sup>	Number served	Percentage of the population served <sup>b</sup>	Number served	Percentage of the population served <sup>c</sup>	Number served	Percentage of the population served <sup>d</sup>
Alabama	2,955	1.6	7,079	3.9	75,782	7.5	30,174	5.8
Alaska	576	1.8	1,941	6.6	15,721	10.0	5,252	6.5
Arizona	5,783	1.8	14,028	4.7	110,765	7.8	38,324	5.5
Arkansas	2,878	2.3	12,288	10.5	52,431	8.6	x	x
California	40,977	2.5	70,497	4.5	600,598	7.2	228,652	5.2
Colorado	4,728	2.2	11,255	5.4	72,322	7.0	25,710	5.0
Connecticut	4,603	3.6	7,911	6.2	60,942	8.1	23,862	6.1
Delaware	848	2.3	2,237	6.4	16,847	9.1	6,415	6.6
District of Columbia	309	1.4	543	2.7	10,128	9.0	4,844	7.1
Florida	13,261	1.9	33,796	5.1	351,179	9.9	136,097	7.4
Georgia	5,723	1.3	16,185	3.7	163,522	7.5	59,229	5.5
Hawaii	3,621	6.7	2,501	5.0	17,629	7.1	6,975	5.3
Idaho	1,954	2.6	3,981	5.6	23,949	6.8	8,076	4.7
Illinois	18,535	3.4	36,997	7.0	281,532	9.8	108,089	7.2
Indiana	9,756	3.6	18,834	7.2	157,280	11.1	57,788	8.1
Iowa	3,576	2.9	5,944	5.1	61,418	9.4	24,762	7.1
Kansas	3,425	2.8	9,896	8.4	55,834	8.9	19,860	6.2
Kentucky	4,999	2.9	19,755	11.8	87,977	10.0	27,026	6.1
Louisiana	3,788	2.0	9,860	5.3	76,162	7.6	26,306	5.0
Maine	982	2.3	3,700	8.6	29,584	11.6	11,371	8.3
Maryland	7,315	3.3	12,203	5.5	91,248	7.5	34,926	5.5
Massachusetts	14,902	6.4	16,317	7.2	152,180	11.2	58,050	7.9
Michigan	10,023	2.7	24,488	6.5	207,956	9.4	79,482	6.9
Minnesota	4,579	2.1	14,361	6.9	105,630	9.4	40,870	7.0
Mississippi	2,115	1.6	8,968	7.1	55,439	8.1	20,383	5.8
Missouri	3,784	1.6	15,245	6.6	117,701	9.3	43,884	6.8
Montana	731	1.9	1,954	5.6	15,691	7.8	x	x
Nebraska	1,408	1.8	4,522	5.9	39,516	10.0	13,276	6.4
Nevada	2,052	1.7	6,170	5.3	42,158	7.8	15,280	6.0
New Hampshire	1,411	3.2	2,891	6.3	27,265	9.9	11,221	7.7
New Jersey	9,786	2.9	15,379	4.6	208,531	11.4	77,463	8.4
New Mexico	4,405	4.9	6,487	7.5	39,470	8.9	14,848	6.5
New York	31,150	4.2	61,799	8.7	382,540	9.2	148,771	6.7
North Carolina	9,290	2.3	18,682	4.9	169,046	8.6	59,440	5.9
North Dakota	935	3.6	1,576	6.8	11,702	8.3	4,294	5.3
Ohio	14,840	3.3	23,209	5.3	241,669	9.8	101,813	8.0
Oklahoma	2,923	1.8	7,431	4.9	86,505	10.9	32,056	7.9
Oregon	2,590	1.7	9,008	6.4	70,396	9.2	24,325	6.3
Pennsylvania	16,914	3.8	29,496	6.7	265,462	10.2	110,202	7.8
Rhode Island	1,764	4.8	2,930	8.1	24,666	10.8	10,022	7.8
South Carolina	4,398	2.4	10,763	6.1	91,133	9.5	34,045	6.8
South Dakota	1,128	3.1	2,734	8.2	15,133	8.6	4,708	5.1
Tennessee	4,362	1.7	12,325	5.1	106,100	8.2	39,147	6.1
Texas	26,777	2.2	38,169	3.2	414,142	7.3	169,119	6.0

See notes at end of exhibit.

**Exhibit A-1. Number and percentage of the population of infants and toddlers birth through age 2 served under IDEA, Part C, and children and students ages 3 through 21 served under IDEA, Part B, by age group and state: Fall 2008—Continued**

State	Age group							
	Birth through age 2		3 through 5		6 through 21		14 through 21	
	Number served	Percentage of the population served <sup>a</sup>	Number served	Percentage of the population served <sup>b</sup>	Number served	Percentage of the population served <sup>c</sup>	Number served	Percentage of the population served <sup>d</sup>
Utah	3,109	1.9	8,366	5.5	56,718	8.1	17,688	5.2
Vermont	758	3.9	—	—	—	—	—	—
Virginia	6,321	2.0	17,124	5.6	149,565	9.1	59,875	7.0
Washington	4,906	1.9	14,006	5.6	111,328	8.2	38,369	5.5
West Virginia	2,682	4.2	5,899	9.3	41,079	11.7	14,716	8.0
Wisconsin	5,980	2.7	15,153	7.1	110,151	9.2	43,320	6.8
Wyoming	1,091	4.6	3,083	14.3	11,684	10.4	3,944	6.7
50 states and District of Columbia	337,706	2.6	699,966	5.7	5,783,406	8.8	2,200,441	6.5
BIE schools <sup>e</sup>	†	—	330 <sup>f</sup>	†	6,400	†	2,206	†
American Samoa	77	—	106 <sup>g</sup>	—	981	—	x	—
Guam	167	—	201 <sup>g</sup>	—	1,988	—	x	—
Northern Mariana Islands	54	—	80 <sup>g</sup>	—	736	—	x	—
Puerto Rico	4,838	3.4	8,185	5.5	94,933	10.3	32,536	6.9
Virgin Islands	143	—	136 <sup>g</sup>	—	1,405	—	x	—
U.S. and outlying areas	342,985	—	709,004	—	5,889,849	—	2,237,646	—

x Percentage cannot be calculated because data were suppressed to limit disclosure.

— Not available.

† Not applicable.

<sup>a</sup>Percentage was calculated by dividing the number of infants and toddlers birth through age 2 served under *IDEA*, Part C, by the estimated resident population birth through age 2, then multiplying the result by 100.

<sup>b</sup>Percentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, by the estimated resident population ages 3 through 5, then multiplying the result by 100.

<sup>c</sup>Percentage was calculated by dividing the number of students ages 6 through 21 served under *IDEA*, Part B, by the estimated resident population ages 6 through 21, then multiplying the result by 100.

<sup>d</sup>Percentage was calculated by dividing the number of students ages 14 through 21 served under *IDEA*, Part B, by the estimated resident population ages 14 through 21, then multiplying the result by 100.

<sup>e</sup>The Bureau of Indian Education (BIE) receives *IDEA*, Part C, funds under *IDEA* section 643(b) and reports separately every two years under *IDEA* section 643(b)(5) to the U.S. Department of Education on the number of children contacted and served by tribal entities that receive Part C funds. The BIE receives *IDEA*, Part B, funds under *IDEA* section 611(h)(1)(A) to serve only children ages 5 through 21 enrolled in elementary and secondary schools for American Indian children operated or funded by the BIE. Children and students served through BIE schools are included in the population estimates of the individual states in which they reside.

<sup>f</sup>Although BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year old children who are enrolled in elementary schools for American Indian children operated or funded by the BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

<sup>g</sup>The four outlying areas do not receive funds under *IDEA*, Part B, section 619. However, the outlying areas may report children ages 3 through 5 who receive services funded under *IDEA*, Part B, section 611(b)(1)(A).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: "Report of Children Receiving Early Intervention Services in Accordance With Part C," 2008. OMB #1820-0043: "Report of Children With Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2008. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2008. Data were accessed July 2010. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

**Exhibit A-2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, in states that used five race/ethnicity categories, by race/ethnicity and state: Fall 2008**

State	American Indian or Alaska Native	Asian or Other Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Alabama	7	36	918	159	1,835
Alaska	195	20	21	28	312
Arizona	400	131	227	2,191	2,834
Arkansas	5	23	1,122	140	1,588
California	126	3,737	2,616	21,139	13,359
Connecticut	18	143	422	1,182	2,838
Delaware	x	x	241	121	468
District of Columbia	0	x	186	67	x
Florida	14	232	2,750	3,881	6,384
Georgia	11	121	2,111	762	2,718
Hawaii	21	2,868	65	173	494
Illinois	x	x	2,859	4,845	10,351
Indiana	12	110	1,033	788	7,813
Iowa	24	60	256	328	2,908
Kansas	17	99	299	468	2,542
Kentucky	15	77	510	274	4,123
Louisiana	8	26	1,637	81	2,036
Maine	x	x	x	x	968
Maryland	10	392	2,222	801	3,890
Massachusetts	34	783	1,358	2,688	10,039
Michigan	109	246	1,445	649	7,574
Minnesota	127	160	486	436	3,370
Mississippi	7	14	987	57	1,050
Missouri	6	51	605	170	2,952
Nebraska	15	24	85	194	1,090
Nevada	17	113	209	738	975
New Hampshire	x	38	x	54	1,252
New Jersey	26	459	1,024	2,022	6,255
New Mexico	448	35	116	2,678	1,128
New York	51	1,593	3,972	7,545	17,989
Ohio	53	288	2,890	881	10,728
Oklahoma	222	53	338	325	1,985
Oregon	43	94	74	563	1,816
Pennsylvania	19	333	2,398	1,525	12,639
South Dakota	265	20	28	39	776
Tennessee	9	78	974	360	2,941
Texas	47	640	3,076	13,136	9,878
Utah	60	40	23	518	2,447
Virginia	10	274	1,370	747	3,920
Washington	107	277	171	863	2,722
Wyoming	60	12	15	120	884

See notes at end of exhibit.

**Exhibit A-2. Number of infants and toddlers birth through age 2 served under IDEA, Part C, in states that used five race/ethnicity categories, by race/ethnicity and state: Fall 2008—Continued**

State	American Indian or Alaska Native	Asian or Other Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
American Samoa	0	77	0	0	0
Guam	0	x	0	x	0
Northern Mariana Islands	0	x	0	0	x
Puerto Rico	0	0	0	x	x
Virgin Islands	0	0	120	x	x

x Data suppressed to limit disclosure.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance With Part C,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.



**Exhibit A-3. Number of infants and toddlers birth through age 2 served under IDEA, Part C, in states that used seven race/ethnicity categories, by race/ethnicity and state: Fall 2008**

State	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	Hispanic/ Latino	White	Two or more races
Colorado	33	112	19	215	1,364	2,816	169
Idaho	22	x	0	16	320	1,570	x
Montana	127	x	0	x	24	544	25
North Carolina	107	138	x	2,390	1,614	4,972	x
North Dakota	93	x	x	x	28	734	63
Rhode Island	8	42	0	107	356	1,184	67
South Carolina	x	62	0	1,595	390	2,339	x
Vermont	0	6	0	16	14	703	19
West Virginia	x	x	0	92	55	2,442	75
Wisconsin	63	114	6	652	775	4,228	142

x Data suppressed to limit disclosure.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0557: “Report of Children Receiving Early Intervention Services in Accordance With Part C,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

**Exhibit A-4. Number of children ages 3 through 5 served under IDEA, Part B, in states that used five race/ethnicity categories, by race/ethnicity and state: Fall 2008**

State	American Indian or Alaska Native	Asian or Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Alabama	36	82	2,106	219	4,636
Arizona	783	315	711	5,574	6,645
Arkansas	44	94	3,556	832	7,762
California	441	6,975	4,536	34,384	24,161
Colorado	123	307	594	3,445	6,786
Connecticut	38	251	1,012	1,599	5,011
Delaware	8	68	639	298	1,224
District of Columbia	0	x	390	90	x
Florida	83	571	7,816	8,389	16,937
Georgia	28	373	5,172	1,457	8,495
Hawaii	17	1,839	76	103	466
Idaho	74	55	41	575	3,236
Illinois	68	1,126	4,922	7,052	23,829
Indiana	26	223	1,789	1,128	15,668
Iowa	35	97	375	458	4,979
Kansas	107	184	772	1,137	7,696
Kentucky	20	153	1,632	485	17,465
Louisiana	68	88	3,868	194	5,642
Maine	40	23	77	47	3,513
Maryland	44	599	4,126	1,131	6,303
Michigan	195	515	3,386	1,204	19,056
Minnesota	437	589	1,456	1,271	10,608
Mississippi	20	57	3,814	129	4,948
Missouri	59	224	1,880	450	12,632
Montana	302	x	x	50	1,555
Nebraska	105	69	293	589	3,466
Nevada	124	179	506	1,823	3,538
New Hampshire	x	x	83	96	2,632
New Mexico	773	57	179	3,412	2,066
New York	523	2,479	9,528	13,749	35,520
North Carolina	456	285	4,954	1,933	10,228
North Dakota	207	15	36	51	1,267
Ohio	32	329	2,717	727	18,230
Oklahoma	1,276	114	581	584	4,876
Oregon	180	324	305	1,922	6,277
Pennsylvania	68	534	4,132	2,224	22,538
Rhode Island	23	68	252	508	2,079
South Carolina	15	105	4,052	533	6,058
South Dakota	544	30	54	71	2,035
Tennessee	165	17	2,190	577	9,376
Texas	164	1,195	4,540	17,137	15,133

See notes at end of exhibit.

**Exhibit A-4. Number of children ages 3 through 5 served under IDEA, Part B, in states that used five race/ethnicity categories, by race/ethnicity and state: Fall 2008—Continued**

State	American Indian or Alaska Native	Asian or Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Utah	150	137	71	1,094	6,914
Virginia	45	738	4,237	1,493	10,611
Washington	403	818	643	2,422	9,720
West Virginia	x	x	237	40	5,594
Wisconsin	274	364	1,718	1,519	11,278
Wyoming	108	27	43	314	2,591
Guam	0	x	0	x	x
Northern Mariana Islands	0	x	0	0	x
Puerto Rico	5	x	x	8,168	x
Virgin Islands	0	0	105	x	x

x Data suppressed to limit disclosure.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children With Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

**Exhibit A-5. Number of children ages 3 through 5 served under IDEA, Part B, in states that used seven race/ethnicity categories, by race/ethnicity and state: Fall 2008**

State	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	Hispanic/ Latino	White	Two or more races
Alaska	454	63	x	70	138	x	182
Massachusetts	x	692	x	1,189	2,623	11,350	408
New Jersey	28	1,109	55	1,834	3,104	9,151	98
Vermont	—	—	—	—	—	—	—
BIE schools <sup>a</sup>	x	0	0	0	0	x	0
American Samoa	0	0	106	0	0	0	0

x Data suppressed to limit disclosure.

— Not available.

<sup>a</sup>Although Bureau of Indian Education (BIE) schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report five-year old children who are enrolled in elementary schools for American Indian children operated or funded by the BIE and served with *IDEA*, Part B, section 611(h)(1)(A) funds.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children With Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

**Exhibit A-6. Number of students ages 6 through 21 served under IDEA, Part B, in states that used five race/ethnicity categories, by race/ethnicity and state: Fall 2008**

State	American Indian or Alaska Native	Asian or Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Alabama	513	337	31,871	1,705	41,356
Arizona	8,311	1,613	7,725	43,605	49,511
Arkansas	421	383	13,670	3,136	34,821
California	5,405	38,831	69,124	295,488	191,750
Colorado	1,220	1,338	6,023	21,348	42,393
Connecticut	296	1,070	10,093	12,107	37,376
Delaware	56	207	6,720	1,624	8,240
District of Columbia	x	x	9,015	702	x
Florida	991	3,986	95,037	80,481	170,684
Georgia	256	2,230	66,216	12,632	77,359
Hawaii	151	13,674	504	713	2,587
Idaho	577	267	391	3,229	19,485
Illinois	531	4,823	66,301	49,338	160,539
Indiana	334	896	21,046	7,092	127,912
Iowa	367	627	5,818	4,041	50,565
Kansas	990	727	6,549	6,355	41,213
Kentucky	144	384	10,839	1,681	74,929
Louisiana	646	441	37,533	1,209	36,333
Maine	360	278	722	412	27,812
Maryland	365	2,264	40,557	7,375	40,687
Michigan	2,174	2,486	46,410	9,288	147,599
Minnesota	3,918	4,114	13,876	7,014	76,708
Mississippi	112	199	28,706	683	25,739
Missouri	654	1,189	24,151	3,089	88,618
Montana	2,370	146	201	454	12,520
Nebraska	1,072	534	3,822	4,612	29,476
Nevada	1,008	1,702	6,645	13,520	19,283
New Hampshire	61	246	588	816	25,554
New Mexico	4,839	262	1,317	21,756	11,296
New York	2,468	11,622	89,679	89,965	188,806
North Carolina	2,832	1,633	57,695	13,091	88,130
North Dakota	1,323	77	296	334	9,672
Ohio	449	1,435	47,040	5,827	178,328
Oklahoma	15,563	875	11,204	6,516	52,348
Oregon	2,142	1,971	3,178	11,792	51,313
Pennsylvania	470	2,888	48,238	19,864	194,002
Rhode Island	253	383	2,445	4,534	17,051
South Carolina	232	476	40,104	3,190	47,131
South Dakota	2,675	149	409	452	11,448
Tennessee	720	207	29,030	3,452	72,691
Texas	1,829	6,077	77,173	181,066	147,997

See notes at end of exhibit.

**Exhibit A-6. Number of students ages 6 through 21 served under IDEA, Part B, in states that used five race/ethnicity categories, by race/ethnicity and state: Fall 2008—Continued**

State	American Indian or Alaska Native	Asian or Pacific Islander	Black (not Hispanic)	Hispanic	White (not Hispanic)
Utah	1,276	1,140	1,167	8,797	44,338
Virginia	465	4,052	48,359	12,450	84,239
Washington	4,477	5,317	8,402	17,061	76,071
West Virginia	x	x	2,283	305	38,319
Wisconsin	2,595	2,535	17,663	8,376	78,982
Wyoming	550	x	x	1,196	9,630
Guam	0	1,957	x	x	25
Northern Mariana Islands	0	x	x	0	x
Puerto Rico	113	112	x	94,619	x
Virgin Islands	0	x	1,090	x	x
Virginia	465	4,052	48,359	12,450	84,239

x Data suppressed to limit disclosure.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children With Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

**Exhibit A-7. Number of students ages 6 through 21 served under IDEA, Part B, in states that used seven race/ethnicity categories, by race/ethnicity and state: Fall 2008**

State	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	Hispanic/ Latino	White	Two or more races
Alaska	4,671	x	x	x	x	7,506	1,193
Massachusetts	x	3,473	x	16,017	26,365	102,648	2,903
New Jersey	x	6,816	x	41,916	38,800	119,665	670
Vermont <sup>a</sup>	—	—	—	—	—	—	—
BIE schools <sup>b</sup>	6,342	x	x	x	x	49	0
American Samoa	0	0	981	0	0	0	0

x Data suppressed to limit disclosure.

— Not available.

<sup>a</sup>For 2008, Vermont submitted data in presuppressed format in accordance with Vermont Department of Education policy.

<sup>b</sup>Bureau of Indian Education schools.

Therefore, these data could not be subject to analysis and were excluded from this exhibit.

NOTE: Beginning with the 2010–11 reporting year, states were required to report aggregate race/ethnicity child count data in seven race/ethnicity categories. Prior to the 2010–11 reporting year, states were permitted to continue reporting aggregate race/ethnicity child count data in five race/ethnicity categories.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: “Report of Children With Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended,” 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.





## **Appendix B**

***Developmental Delay* Data for Children Ages 3 Through 5 and  
Students Ages 6 Through 9 Served Under *IDEA*, Part B**



## ***Developmental Delay Data for Children Ages 3 Through 5 and Students Ages 6 Through 9 Served Under IDEA, Part B***

*IDEA* allows states flexibility in the use of the *developmental delay* category. Under section 602(3) of *IDEA*, use of the category is optional. Only children ages 3 through 9 may be reported in the *developmental delay* disability category and then only in states with the diagnostic instruments and procedures to measure delays in physical, cognitive, communication, social or emotional, or adaptive development. States must have defined and established eligibility criteria for *developmental delay* in order to report children in this category. Although Part B of *IDEA* does not require that states and local education agencies categorize children according to *developmental delay*, if this category is required by state law, states are expected to report these children in the *developmental delay* category.

Appendix B presents information related to children ages 3 through 5 and students ages 6 through 9 reported in the *developmental delay* category. In particular, it provides information on the numbers of states that reported data on children and students served under *IDEA*, Part B, under the category of *developmental delay*; data on the percentages of resident populations of children and students served under *IDEA*, Part B, who were reported under the category of *developmental delay*; and information on states with different practices in reporting children and students with *developmental delay*.

**Exhibit B-1. Number of states reporting children ages 3 through 5 served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 3 through 5 served under IDEA, Part B, reported under the category of *developmental delay*, by year: Fall 1999 through fall 2008**

Year	Number of states <sup>a</sup>	Percentage of resident population served <sup>b</sup>
1999	†	†
2000	46	2.22
2001	47	2.32
2002	47	2.66
2003	47	2.81
2004	48	2.93
2005	49	2.91
2006	49	2.76
2007 <sup>c</sup>	49	2.83
2008 <sup>c</sup>	49	2.69

† Not applicable. Data were not collected by disability for children ages 3 through 5 in 1999.

<sup>a</sup>These are states that reported a non-zero count for children ages 3 through 5 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of states may include any of the 50 states, District of Columbia (DC), Bureau of Indian Education (BIE) schools, and Puerto Rico (PR).

<sup>b</sup>Percentage was calculated by dividing the number of children ages 3 through 5 served under *IDEA*, Part B, reported under the category of *developmental delay* by the estimated resident population ages 3 through 5 in the states that reported children under the category of *developmental delay* for that year, then multiplying the result by 100.

<sup>c</sup>For 2007 and 2008, Vermont submitted data in presuppressed format in accordance with Vermont Department of Education policy. Therefore, these data could not be subject to analysis and were excluded from this exhibit.

NOTE: States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For information on states with differences in *developmental delay* reporting practices, see exhibit B-3. Although BIE schools do not receive funds under *IDEA*, Part B, section 619, BIE schools may report 5-year old children who are enrolled in elementary schools for American Indian children operated or funded by BIE and who receive services funded under *IDEA*, Part B, section 611(h)(1)(A).

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children With Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1999–2008. These data are for the states, DC, BIE schools, and PR that reported children under the category of *developmental delay*. For 2007 and 2008, data for Vermont were not available. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex," 1990–2000: Selected Months," 2000. Data were accessed October 2010. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–08. Data were accessed July 2010. These data are for the states, DC, and PR that reported children under the category of *developmental delay*. Children served through BIE schools are included in the population estimates of the individual states in which they reside. For 2007 and 2008, data for Vermont were excluded. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

**Exhibit B-2. Number of states reporting students ages 6 through 9 served under IDEA, Part B, under the category of *developmental delay* and percentage of the population ages 6 through 9 served under IDEA, Part B, reported under the category of *developmental delay*, by year: Fall 1999 through fall 2008**

Year	Number of states <sup>a</sup>	Percentage of resident population served <sup>b</sup>
1999	19	0.50
2000	25	0.56
2001	29	0.60
2002	30	0.84
2003	29	1.01
2004	29	1.15
2005	31	1.17
2006	33	1.18
2007	35	1.11
2008	34	1.26

<sup>a</sup>These are states that reported a non-zero count for students ages 6 through 9 under the category of *developmental delay* and had estimated resident population data available. For the purpose of this exhibit, number of states may include states, District of Columbia (DC), Bureau of Indian Education (BIE) schools, and Puerto Rico (PR). States' use of the *developmental delay* category is optional for children ages 3 through 9 and is not applicable to children older than 9 years of age. For information on states with differences in *developmental delay* reporting practices, see exhibit B-3.

<sup>b</sup>Percentage was calculated by dividing the number of students ages 6 through 9 served under *IDEA*, Part B, reported under the category of *developmental delay* by the estimated resident population ages 6 through 9 in the states that reported students under the category of *developmental delay* for that year, then multiplying the result by 100. Percentages of the population ages 6 through 9 in this exhibit cannot be compared with percentages of the population ages 6 through 21 reported in exhibit 10. SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children With Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 1999–2008. These data are for the states, DC, BIE schools, and PR that reported students under the category of *developmental delay*. For 2007 and 2008, data for Vermont were not available. Data were accessed fall 2011. U.S. Department of Commerce, U.S. Census Bureau. "Intercensal Estimates of the United States Resident Population by Age and Sex, 1990–2000: Selected Months," 1999 and 2000. Data were accessed October 2010. "State Single Year of Age and Sex Population Estimates: April 1, 2000 to July 1, 2009—RESIDENT," 2001–08. Data were accessed July 2010. Population data are for the states, DC, and PR that reported students under the category of *developmental delay*. Students served through BIE schools are included in the population estimates of the individual states in which they reside. For 2007 and 2008, data for Vermont were excluded. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.

**Exhibit B-3. States with different practices in reporting children served under IDEA, Part B, under the category of *developmental delay*, by reporting practice and state: Fall 2008**

State	Does not use developmental delay category	Uses developmental delay category for children ages 3 through 9	Uses developmental delay category for children ages 3 through 5 only
Alabama		X	
Alaska		X	
Arizona			X
Arkansas			X
BIE schools		X	
California	X		
Colorado			X
Connecticut			X
Delaware		X	
District of Columbia		X	
Florida			X
Georgia		X	
Hawaii		X	
Idaho		X	
Illinois		X	
Indiana			X
Iowa	X		
Kansas		X	
Kentucky		X	
Louisiana		X	
Maine		X	
Maryland		X	
Massachusetts		X	
Michigan		X	
Minnesota		X	
Mississippi		X	
Missouri		X	
Montana			X
Nebraska		X	
Nevada			X
New Hampshire		X	
New Jersey			X
New Mexico		X	
New York			X
North Carolina		X	
North Dakota		X	
Ohio			X
Oklahoma		X	
Oregon			X
Pennsylvania		X	

See notes at end of exhibit.

**Exhibit B-3. States with different practices in reporting children served under IDEA, Part B, under the category of *developmental delay*, by reporting practice and state: Fall 2008—Continued**

State	Does not use developmental delay category	Uses developmental delay category for children ages 3 through 9	Uses developmental delay category for children ages 3 through 5 only
Puerto Rico			X
Rhode Island		X	
South Carolina		X	
South Dakota		X	
Tennessee		X	
Texas	X		
Utah		X	
Vermont		X	
Virginia		X	
Washington		X	
West Virginia			X
Wisconsin		X	
Wyoming		X	

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children With Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2008. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.





## **Appendix C**

### **Differences in State Reporting of *IDEA*, Part B, Disabilities**



## Differences in State Reporting of *IDEA*, Part B, Disabilities

Exhibit C-1 summarizes how eight states reported children and students ages 3 through 21 served under *IDEA*, Part B, with *other health impairments* and *multiple disabilities* in different disability categories for child count and educational environments data collections in 2008 and for exiting and discipline data collections in 2007–08. In particular, one state reported children and students with *other health impairments* in the *orthopedic impairments* category, while seven states reported children and students with *multiple disabilities* in the primary disability category listed on their individualized education programs (IEPs).

**Exhibit C-1. States that reported children and students with *other health impairments* and *multiple disabilities* in different disability categories for *IDEA*, Part B, child count and educational environments data collections: Fall 2008; and exiting and discipline data collections: 2007–08**

State <sup>a</sup>	<i>IDEA</i> disability categories	
	Other health impairments	Multiple disabilities
Colorado	O	
Delaware		P
Florida		P
Georgia		P
North Dakota		P
Oregon		P
West Virginia		P
Wisconsin		P

O = Children and students with *other health impairments* reported in the *orthopedic impairments* category.

P = Children and students with *multiple disabilities* reported in the primary disability category identified on their individualized education programs.

<sup>a</sup>States report data according to state law. States do not uniformly categorize children and students with disabilities according to *IDEA* disability categories as defined for purposes of child count, educational environments, exiting, and discipline data collections.

NOTE: For 2007–08, states' exiting data are from the reporting period between July 1, 2007, and June 30, 2008, while states' discipline data are from the entire 2007–08 school year.

SOURCE: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Report of Children With Disabilities Receiving Special Education Under Part B of the *Individuals with Disabilities Education Act*, as Amended," 2008; Data Analysis System (DANS), OMB #1820-0517: "Part B, *Individuals with Disabilities Education Act*, Implementation of FAPE Requirements," 2008; Data Analysis System (DANS), OMB #1820-0521: "Report of Children With Disabilities Exiting Special Education," 2007–08; and Data Analysis System (DANS), OMB #1820-0621: "Report of Children With Disabilities Subject to Disciplinary Removal," 2007–08. Data were accessed fall 2011. For actual data used, go to <http://www.ed.gov/about/reports/annual/osep>.



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